DOCUMENT RESUME

ED 133 320 SP 010 711

AUTHOR Walton, Mildred L.
TITLE Utilization of Retired Teachers as Volunteers.
PUB DATE 29 Mar 76
NOTE 164p.; Ed.D. MAXI II Report, Nova University

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS Advanced Programs; Elementary Education; *Enrichment Programs; Gifted; Music Education; Oral Expression; *Paraprofessional School Personnel; Program Guides; Senior Citizens; Talent Development; *Talented Students; Teacher Recruitment; *Teacher Retirement; Tutorial Programs; *Tutoring; *Volunteers

ABSTRACT

The purpose of this practicum is to develop a program for the utilization of retired-teacher volunteers, the format of which was designed to provide enrichment experiences to assist gifted and talented elementary school students, particularly in the fields of oral expression and music. The data from questionnaires and evaluators suggest that talented, retired-teacher volunteers may be employed as superior tutors for the gifted and talented, and that a minimum amount of orientation is needed to adapt their professional skills to the unique exceptionalities these students may possess. A handbook for operationalizing a retired-teacher volunteer program is presented. Appendixes include summaries of goal effectiveness as rated by administrators, teachers, volunteer teachers and students, and forms for needs assessment for the use of principals interested in initiating such a program. A bibliography is attached. (JD)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED133320

APR 7 1976

# UTILIZATION OF RETIRED TEACHERS AS VOLUNTEERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BY MILDRED L. WALTON

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION NOVA UNIVERSITY

ATLANTA CLUSTER
DR. R.E. FLANDERS

MAXI II REPORT
MARCH 29, 1976

SP 010 711

ABSTRACT

The purpose of this practicum was to develop a program for the utilization of retired-teacher volunteers, the format of which was designed to provide enrichment experiences to assist gifted and talented elementary school students in optimizing their potentialities. The practicum was initiated, questionnaires were devised to evaluate its effectiveness, and the procedural thrust was summarized in a handbook for educators to use in institutionalizing similar programs.

The data suggest that talented, retired-teacher volunteers may be employed as superior tutors for the gifted and talented, and that a minimum amount of orientation is needed to adapt their professional skills to the unique exceptionalities these students may possess. Institutionization of a Retired-Teacher Volunteer Program (RTVP) appears to have special implications for those educators who have not included the gifted and talented in their compensatory programs.

ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to Dr. Alonzo A. Crim for his advice and gracious assistance which provided the impetus for this study. Further appreciation is due to other members of his administrative staff, in particular Mr. Moses C. Norman, Area Superintendent and Dr. Jarvis Barnes, Assistant Superintendent, for their support, encouragement, and suggestions. A debt of gratitude is also due those persons who designed the Volunteer Services Manual from which several forms were adapted for use in this report.

The practitioner is extremely grateful to Dr. S. O. Kaylin, Dr. Murry A. Heyert, Dr. Juanita Collier, and Mr. Borah W. Walton for their invaluable guidance in the development of this practicum. Without their support, this effort would have been impossible.

Finally the author is indebted to the four retired-teacher volunteers, four classroom teachers, 21 gifted and talented students, their parents, and 32 administrators who through their cooperation and sacrifice of time and energy, made this report possible.

TABLE OF CONTENTS

ABSTRACT . . . . . ii

ACKNOWLEDGMENTS. . . . . iii

LIST OF TABLES . . . . . iv

LIST OF ILLUSTRATIONS . . . . . v

Chapter

I. INTRODUCTION . . . . . 1

Statement of the Problem
Purpose of the Study
Conceptualizing the Solution
The Practicum Design

II. REVIEW OF SELECTED LITERATURE 7

Overview of the Movement
Evaluation of Volunteer Programs
Senior Citizen Volunteers
The Significance of Volunteers in Educating the Gifted and Talented

III. PRESENTATION AND ANALYSIS OF DATA . . . . 21

Obtain Commitment
Assess Needs
Operationalize Program
Evaluate Program

IV. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS . . . . . 42

Summary
Conclusions
Implications
Recommedations

HANDBOOK FOR THE RETIRED-TEACHER VOLUNTEER PROGRAM (RTVP) . . . . . 47

APPENDIX . . . . . 95

BIBLIOGRAPHY . . . . . 108

LIST OF TABLES

TABLE

I. DATA SHOWING THE NUMBER OF CERTIFICATED PERSONNEL RETIRING FROM THE ATLANTA PUBLIC SCHOOLS 1974 - 1975 . . . . . 21

II. RETIRED TEACHER PARTICIPANTS . . . . . 22

III. SUMMARY OF ASSESSED NEEDS . . . . . 25

IV. SUMMARY OF RATINGS FROM THE EVALUATION GUIDE FOR TEACHER IDENTIFICATION OF GIFTED STUDENTS . . . . . 30

V. EFFECTIVENESS OF PROGRAM GOALS STATEMENTS: SUMMARY . . . . . 36

VI. SUMMARY OF HANDBOOK RATINGS . . . . . 37

VII. SUMMARY OF ADMINISTRATOR COMMITMENT TO USE HANDBOOK . . . . . 37

LIST OF ILLUSTRATIONS

Figure


1. Table of Organization for Project Design . . . . 26

2. Data Showing the Number of Classroom Teachers and Retired-Teacher Volunteers . . . . . 28

3. Schedule of Tutoring Sessions . . . . . 31

4. Sample Lesson in Music Readiness - First Level 32

5. Illustration of the Percent of Ratings for Format Purpose . . . . . 38

6. Illustration of the Percent of Ratings for Sensitizing/Commitment . . . . . 38

7. Illustration of the Percent of Ratings for Assessing Needs . . . . . 39

8. Illustration of the Percent of Ratings for Operationalizing . . . . . 39

9. Illustration of the Percent of Ratings for Evaluating . . . . . 40

10. Illustration of the Percent of Ratings for Potential . . . . . 40

11. Illustration of the Percent of Commitments . . 41

# CHAPTER I

## INTRODUCTION

The Atlanta Public School System has a volunteer program that is capable of systematically providing volunteers from diversified age groups and backgrounds for utilization as instructional assistants. It is the contention of this practitioner that the volunteer program has not been utilized to the fullest extent of its potential due to the fact that many educators seem reluctant to tap this valuable resource.

This project was conceptualized to explore possibilities for expanding the volunteer program in the Atlanta Public Schools in a effort to more fully utilize the services of retirees from the professional, educational community. An expanded purpose was to determine the extent these educators might bring their vast wisdom and expertise to bear on the task of providing enrichment programs for students who are identified as gifted or talented.

## STATEMENT OF THE PROBLEM

Of special significance to this practicum was the avail-

ability of a cadre of recently retired teachers living in the community who are healthy, physically and mentally active, sensitive to the needs of students, and most improtantly, willing to continue to give competent and creative service to schools without remuneration. Moreover, many of these retired persons possess highly specialized skills in the arts and humanities crucial to the development of a program whose target population consists of gifted and talented students. It is contended, therefore, that the Retired-Teacher Volunteer Program (RTVP) offers a unique opportunity for former teachers to participate meaningfully in improving the educational experiences of gifted and talented students and to continue to actualize themselves as well.

## PURPOSE OF THE STUDY

The purpose of the practicum was twofold in nature, the first aspect of which consisted of the development, evaluation, and institutionalization of a program for the utilization of retired teachers as volunteers. Specifically, the project was designed to provide challenging experiences in oral and musical expression for gifted and

talented students. The second aspect focused on the development and dissemination of ideas summarized in a handbook of procedures on the basis of which educators might initiate similar programs in the future.

## CONCEPTUALIZING THE SOLUTION

The rationale for using retired teachers as volunteers relates to the fact that many members of this geriatric group were master teachers during the tenure of their teaching assignments. It was assumed that they would require minimal orientation to adapt their professional skills to a program for gifted and talented students. The in-service training needs of inexperienced, non-professional volunteers, on the other hand, would be more extensive. It was assumed, moreover, that by eliminating the need for protracted training sessions, more time would be made available for creative involvement with students. The thrust of the volunteer-training system could then focus more appropriately upon providing strategies commensurate with the individual needs of the students.

Additionally, a serendipitous asset might accrue from the

fact that the life certificates held by many retired teachers actually have the credibility they purport to have. In other words, certificated teachers maintain their legal status in Georgia for seven years beyond retirement. This fact should reduce the amount of criticism emanating from those who oppose the practice of employing non-certificated personnel to teach children and render the retired persons more ammenable to further involvement in the education of young people.

## THE PRACTICUM DESIGN

In order to evaluate the effectiveness of the program, the following objectives, procedures, and evaluative criteria were used:

Objective A. The practitioner will develop the Retired-Teacher Volunteer Program (RTVP) to provide enrichment experiences for gifted and talented students at Miles Elementary School, Atlanta, Georgia, as a pilot project. Specifically, by:

1. Surveying current literature and research pertinent to the practicum

2. Designing program materials
3. Pilot testing program materials

Evaluation Criteria: The devised program must be rated "very useful" by 75 percent of the participants through the utilization of a questionnaire technique consisting of four categories - administrators, teachers, volunteers, and students.

Objective B. The practitioner will develop and evaluate a handbook for organizers of Retired-Teacher Volunteer Programs (RTVP) by:

1. Organizing a handbook
2. Disseminating the handbook to principals
3. Securing ratings relative to the perceived usefulness of the handbook

Evaluation Criteria: The handbook will be considered valid if 75 percent of the respondents rate it "very useful" on a five-point scale. As a

further test of validity, at least 10 percent of the respondents must express a desire to install the program in their schools.

Objective C. The practitioner will develop a plan for institutionalizing the Retired-Teacher Volunteer Program (RTVP) by:

1. Securing agreements from retired teachers
2. Publicizing the program

Evaluation Criteria: Twenty-five retired teachers from the available pool must express a desire to participate in the program.

## CHAPTER II

## REVIEW OF THE LITERATURE

This review of literature has been structured according to the following topics: (1) Overview of the volunteer movement, (2) Evaluation of volunteer programs, (3) Senior citizen as volunteers, and (4) Volunteer programs in the education of gifted and talented students.

### Overview of The Movement

The school volunteer movement began in 1956 at PS 191 in New York City when twenty interested citizens began assisting teachers with instruction and related activities. In less than twenty years since its inception, the movement has grown suddenly until it pervades the entire nation. This movement began igniting national awareness as early as 1964. At that time, representatives from twenty cities were prompted to organize the National School Volunteer Program, Inc. (NSVP). Straus [1] estimates that NSVP now numbers more than 500 chapters in which the

---

[1] Ellen Sulzberger Straus, "School Squads on the March," McCall's, 8, No. 159, May, 1972, 64.

services of two million people are utilized and that there are 3 million additional workers in unaffiliated organizations. When the Ohio Department of Education hosted the Annual National School Volunteer Program Conference in 1975, conferees represented volunteer programs located in every state of the union. [2] Stimulating support for the movement has come from two collaborating arms of government. The National Reading Center and the Right to Read Program offer guidance and encouragement to local groups related to the organization and implementation of volunteer programs. Publications from these groups are widely circulated and address subjects of special interest to volunteers for the implications of administrative procedures and successful practices in this field. [3]

Many segments of the community also recognize the importance of the volunteer to educational endeavors and citizen groups are beginning to lend tangible support to

---

[2]Mary Ann Grossman, "Citizen Power," American Education, 4, No. 7, May, 1971, 24-25.

[3]William D. Boutwell, "Happenings in Education: Practical Guide for School Volunteers," PTA Magazine, 8, No. 66, April, 1972, 26-27.

school programs. For example, several universities offer training programs in this field. Moreover, certain industries release personnel for participation in these programs without loss of pay, and the New York State Legislature has moved to include volunteerism in its liability insurance coverage for paid school personnel. [4]

Noted authors have offered various definitions for the term "educational volunteer", among these, Mary Swanson was asked, "Exactly who are these thousands of volunteers?" She replied, "a volunteer is a person who contributes his personal service to the community through agencies' service programs." [5] In their delineation of the role of the volunteer, the authors of Volunteers in Education (VIE) list specific traits such as concern, dedication, and regularity as distinguishing characteristics that persons must possess. [6] On the other hand, school officials in Mamaroneck, New York, agree that volunteers may be as vareigated as the citizenry that comprise the community--

---

[4] Ellen Sulzberger Straus, Op. Cit.

[5] School Volunteers: Districts Recruit Aides to Meet Rising Costs, Student Needs, Arlington: National School Public Relations Association, 1973, p. 3.

[6] Ibid. p. 4.

parents or non-parents, young, middle-aged, or senior citizen. [7] Nevertheless, there is general agreement in that an essential characteristic they all must demonstrate is genuine affection for children. Going a step further, the directors of School Volunteers for Boston (SVB) add to the foregoing desirable behaviors, the dimension of enthusiastic support for the efforts of professional personnel. [8]

Evaluation of Volunteer Programs

Although educators are diverse in their descriptions of the basic characteristics which volunteer programs should possess, there seems to be unanimous agreement that volunteer programs are of great value to education. Not only do educators attest to the value of the programs but they predict that they will eventually develop into routine procedures of public school systems. Harriett Strauss, president of the School Volunteer Program in Los Angeles confirmed this opinion when she stated that "The expansion of volunteer services can lead to more significant

---

[7] Ibid.

[8] Ibid.

educational programs, as well as to better, and more positive community relationships". [9] School personnel in Salem, Oregon support the opinion espoused by Strauss and place basic value on the helping relationship that children are able to observe as a result of volunteer aide programs. The specialized skills which students develop provide added opportunities to enhance the role of their schools in school-community relations. [10]

In his survey of principals, volunteers, and receiving teachers in Canada, Lucien G. Perras discovered a thread of unanimnity running through the responses of participants similar to those elicited from their counterparts in the United States. In his work, Perras assail the lack of on-going research programs to evaluate the degree of effectiveness volunteers demonstrate as they perform specified functions. He contended that longitudinal research is needed to clarify aspects of these programs of general benefit to the educational welfare of students. [11]

---

[9]Harriett Strauss, Quoted by Agnes C. McGuire, "Volunteer can Bring the Help You Need", School Management, 18, No. 1, January, 1974, 40.

[10]School Volunteers: Districts Recruit Aides to Meet Rising Costs, Student Needs, p. 6

[11]Lucien G. Perras, "Volunteers and Paraprofessionals in School Programs," Education Canada, 4, No. 13, Dec, 1973, 16-22.

Eric data summarize additional studies of volunteer programs conducted by educators, research corporations, and divisions of the Federal Government. As examples, the work of Keen[12] and Neff[13] may be cited. Their studies conducted in Delaware and Sacramento respectively, attest to the effectiveness and worth of volunteer programs in meeting the educational needs of pupils. Another project of note consisted of a five-year study conducted in 25 Michigan schools to determine the effectiveness of volunteer programs. The data revealed a significant reduction in the amount of non-instructional time required of teachers in that volunteers assisted with "correcting papers, enforcing discipline, taking attendance, preparing reports, patrolling halls, and monitoring lessons".[14]

The practice of annual evaluation of the Denver volunteer program as a measure of gains made by students, has materially added to our knowledge in this field.

---

[12]Sadie S. Keen, Pilot Testing of a Student Volunteer Out-of-School Tutoring Service, Eric Document, 088 191.

[13]Benjamin G. Neff, Jr. Designing and Implementing a Supervision System for a Mentally Gifted Program, Eric Document, 094 503.

[14]School Volunteers, Op. Cit., p. 10

The opinions of classroom teachers are recorded on a scale ranging from "some" to "great" gains. Approximately 80 percent of the responding teachers indicated gains in self-concept, attitudes toward reading, attitudes toward school, and attitudes toward other teachers. Actual improvements made by students in spelling, writing, following directions, and listening skills were validated for more than 50 percent of the respondents.[15]

Mention, in this summary, should be made of the effectiveness of Project Upswing as a federally financed effort to conduct evaluative research of volunteer programs in five major cities. Three groups of early primary children were studied in each city. One group had the benefit of volunteers who received specialized training; in another group, the training was general; and in the control group, there were no volunteers. Empirical data obtained from the research confirmed the hypothesis that children benefit from volunteer tutoring. It was concluded that the degree of effectiveness depends upon the amount of training volunteers receive.[16] According to the findings of a longitudinal

---

[15] Ibid. p. 7

[16] Ibid.

study, conducted by the Tutorial Center in Logan-Cache, Utah, over a seven-year period, tutoring was the critical variable that seemed to improve standardized test scores in reading and writing.[17] Obviously the use of volunteers makes more tutors available for work with students. A similar study of shorter duration, but supportive of the above findings, was conducted in California, by Operation Share. The data for 1969-70 disclosed that substantial gains were made by most of the children in the volunteer-tutorial project.[18] A report based upon presentations made at a national seminar held by the Institute for Development of Educational Activities, Inc. (I/D/E/A/) further substantiated the foregoing findings. The report particularizes the benefits that accrue from a reduction in the ratio between pupils and adults, individualization of instruction, and reduction in discipline problems.[19]

Finally, the U. S. Office of Education directed a national survey to determine the value of volunteer programs. These findings were summarized thusly, "Values gained

---

[17] Ibid.

[18] Ibid.

[19] Ibid.

from such programs outweigh the drawbacks or disadvantages". It was further contended that ample data from the study supported the notion that most of the difficulties encountered by school districts can be mitigated.[20]

Senior Citizen Volunteers

The use of senior citizens as volunteers in schools should not be ignored when a new program is being designed, or when an already operational one is being expanded. The maturity, experience, and warm human instinct of these participants to help children have considerable potential for program application.

The earliest report of the utilization of senior citizen volunteers in educational settings describes Project TEAM which was initiated in Louisville, Kentucky. The project was organized in 1965 for the purpose of utilizing the talent, experience, ability, and maturity of retired and semi-retired persons. The volunteers tutored students in junior high school in an individualized, remediation program.[21] A group of senior citizens in

---

[20] Ibid.

[21] Ibid. p. 36.

Quincy, Massachusetts organized a parallel program to the Kentucky model in an elementary school that did not have adequate paid staff. These individuals became involved after reading an advertisement in a newspaper published for senior citizens residing in a housing project.[22]

Seniors Offering Useful Resources for Children's Education (SOURCE) is another retired group who are giving teachers and children assistance in the schools of Edmonds, Washington. The program of this group capitalizes on the tradition of older generations transmitting skills to the young. Picture, if you can, the volunteers working with students in fine arts, an eighty-year old woman reading stories to young children, and a blind, physically handicapped student being tutored by a retired school superintendent.[23] Such are the occurrences which may be viewed when one encounters these programs.

In 1972, several schools in Los Angeles initiated a grandparent program to supplement the existing cadre of volunteers. School officials were laudatory of the understand-

---

[22] Ibid.

[23] Maragret Pitcrain Strachan, "Teachers Are Getting Much Needed Help and Children A New Image of Grandma and Grandpa", Instructor, 2, No. 82, February, 1973, 175.

ing that older citizens bring to the classroom and the "special person" reception they receive from students. Ianni also organized a substitute grandparent program that utilized the consultative services of seven retired persons.[24]

Data obtained from a survey of school districts in the State of Washington disclosed that less than two-fifths of the respondents use the services of retired citizens to instruct students in supplementary enrichment courses or to assist with academic subjects. The findings of this survey also revealed that most of the districts have not to date seen the need to organize such programs.[25]

The Significance of Volunteers in Educating the Gifted and Talented

Literature abounds on the need for improving the educational experiences of the gifted and talented, but relatively few schools have developed strategies to accomodate their uniqueness.

As one aspect of the review of literature, an attempt

---

[24]Mary Ellen Ianni, Ibid.

[25]School Volunteers, Ibid. p. 36

was made to determine if the use of volunteers in the education of gifted children has been used to a significant degree in public schools. The result of this survey indicated that this area has not been adequately explored. There appears to be a pervasive belief that these students will achieve without much assistance. A U. S. Office of Education report[26], on the other hand, warns that

> Research has confirmed that many talented children underachieve, performing far less than their intellectual potential might suggest. We are increasingly being stripped of the comfortable notion that a bright mind will make its own way. On the contrary, intellectual and creative talent cannot survive intellectual neglect and apathy. This loss is particularly evident in minority groups who have in both social and educational environments every configuration calculated to stifle potential talent.

Studies conducted in one state showed that 55 percent of the students identified as gifted and talented were performing below their mental abilities. A parallel study reported that 18 percent of the secondary school dropouts in another state had been identified as gifted. The hostility or indifference of teachers and administrators

---

[26]"What Are You Doing for Your Gifted", Instructor, 6, No. 82, 80.

toward some gifted students accounts for non-identification. Other reports indicate that many children suppress special abilities because they fear rejection by peers and teachers.

It was reassuring, however, to discover that the practicum recently conducted by Neff[27] had 42 gifted elementary school students as the target population. The off-campus, innovative program involved intervention strategies by parent-teacher teams in music, art, drama, and literature. The practicum director concluded that, "the program seems to have implications for use by field administrators for involving parents and teachers" in beneficial experiences for gifted students.

The preceding report exemplifies the fact that educators are committed to assisting all students to maximize their capabilities. This commitment is commensurate with the equality of opportunity principle. But commitment is often strangled by a preponderance of competing considerations. A logical question to raise at this point seems to be, "How can we effectively strategize to remediate

---

[27]Benjamin G. Neff., Ibid.

the trenchant neglect of the gifted and talented during this period of fiscal austerity?" A tenable answer may not be readily available in view of the fact that the funding sources of many well-established programs are in jeopardy. The utilization of talented, retired-teacher volunteers in a tutorial program for gifted and talented students seems to have the promise of providing a partial solution to the problem.

## CHAPTER III

## PRESENTATION AND ANALYSIS OF THE DATA

The presentation of the data is made in accordance with the objectives in a step-by-step progression. In some instances it will be tabular and in others expository, as seems appropriate according to the practicum design.

### Obtain Commitment

In order to meet the criterion of obtaining commitment from persons whose approval was indispensable to the development of the program, a survey of the minutes of the Atlanta Board of Education monthly meetings was made to determine the universe of recently retired certificated educators. The data obtained for 1974 and 1975 are summarized in Table I. It is noteworthy that there are 153

TABLE I

DATA SHOWING THE NUMBER OF CERTIFICATED PERSONNEL RETIRING FROM THE ATLANTA PUBLIC SCHOOLS 1974-1975

| CATEGORY | 1974 | 1975 | TOTAL |
|---|---|---|---|
| Superintendent | 2 | 0 | 2 |
| Principal | 6 | 9 | 15 |
| Resource Staff | 10 | 9 | 19 |
| Teacher | 61 | 56 | 117 |
| | 79 | 74 | 153 |

teachers living in the community who retired within the last two years. Thirty-two of the retired persons agreed to participate in the project. From this cadre, four volunteers were selected for the Miles project on the basis of their compatability with the application needs. A description of each volunteer can be found in Table II.

TABLE II

RETIRED TEACHER PARTICIPANTS

| NAME | FORMER POSITION | JOB DESCRIPTION |
|---|---|---|
| Mabel S. Lewis | Special Education/ Music | Tutor gifted upper-level students in oral expression and choral music activities |
| Helen Martin | Librarian | Storyteller for gifted first-level pupils |
| Callie Montgomery | Primary-Grade Teacher | Tutor gifted primary-level pupils in oral expression activities |
| Rufus F. Tucker | Band Director | Tutor gifted upper-level and talented intermediate-level students in instrumental music, and gifted primary pupils in music readiness activities |

Two conferences were held with Dr. Alonzo A. Crim, Superintendent of the Atlanta Public School System to explain

the intent of the practicum and to obtain permission to pilot test the project. During the discussion, he suggested constructively that the program would contribute materially to the educational programming if consideration were given to providing enrichment experiences for gifted students. It is with grateful appreciation that this suggestion is acknowledged at this time.

Board approval for initiation of the project was not mandatory due to the fact that a well-established volunteer program already existed. The practitioner was indeed fortunate to obtain sanction for the project from Dr. Benjamin E. Mays, President of the Atlanta Board of Education. Dr. May, an octeganarian and college president emeritus, expressed a desire to become a volunteer in subsequent programming.

In order to meet the criterion of productive involvement, the community was reached through its representatives on an advisory council. It was necessary to determine the make-up and constitutency and to select representatives from the resulting categories. To wit: the council consisted of the coordinator of volunteer programs, the special education resource teacher, a volunteer, a parent, a student of demonstrated excellence, and two community re-

presentatives.

Letters explaining the purpose of the program and requesting permission for students to participate were sent to parents. Approval was obtained for all students before they were admitted to the program.

Knowledge of the availability of the volunteers was brought to the attention of teachers during a routinely scheduled faculty meeting. Subsequent to the meeting and prior to development of the program, request were submitted for the ancillary services of volunteers.

Assess Needs

Determining the specific needs that the program must ameliorate was undertaken as one of the basic steps in the project. This needs assessment was conducted to obtain concerns from appropriate segments of the school to determine the nature of their perceptions in this regard. In consultation with administrative and staff personnel, the critical needs of the school, teachers, students, and volunteers were ascertained and codified. One of the most gratifying outcomes of this assessment procedure was a determination of the fact that school personnel welcomed

the opportunity to plan additional educational experiences for students whose exceptionality placed them near the upper pole of the achievement spectrum.

The needs that could be met within the format of the project design are listed below. It should be noted that these needs constitute the basic objectives of the project.

TABLE III

SUMMARY OF ASSESSED NEEDS

| NEED | RANK |
|---|---|
| Utilization of volunteers to extend the instructional staff | 1 |
| Provision for additional enrichment experiences for gifted and talented students | 2 |
| Development of a handbook of procedures to assist other educators in institutionalizing similar programs | 3 |

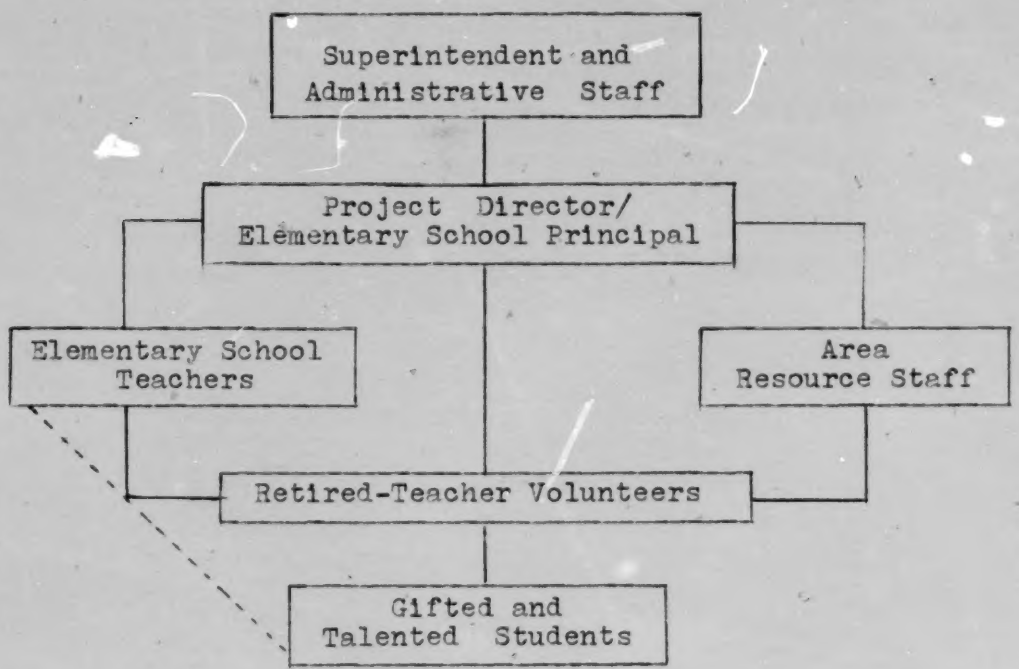
A copy of the questionnaire on the basis of which the survey was conducted is listed in the Appendix.

Collectively, human resources consisted of teachers, volunteers, students, parents, community representatives, and various representatives of the administrative hierarchy.

These individuals were identified and selected during the process of informing others about the program and obtaining their approval, support, and commitmemt to the project. A pictorial representation of the organizational plan is given below in Figure 1.

Figure 1.

Table of Organization for Project Design




Financial requirements for the current project were minimal in nature due to the availability of the vast resources of the Atlanta Public Schools and the enthusiastic backing which school personnel gave to the project. Persons who

initiate similar projects in the future, however, may find it necessary to devise a budget and develop procedures for its acceptance and adoption. Budgetary items may include:

| Equipment | Materials |
|---|---|
| Rhythm Band Instruments | Famous Teaching Stories for Children |
| Band Instruments | Children's Classics with Cassette Recordings |
| Music Stands | Music Books |
| Cassette Recorders/Players | Recordings |
| Record Player | Cassette Tapes |
| Transparency Maker | Chart Paper |
| Overhead Projector | Transparencies |
| Movie Projector | Felt Markers |

Operationalize Program

The practitioner assumed the major responsibility for operationalizing the RTVP project which was articulated with the policies governing volunteer and special education programs. The four highly talented volunteers were selected from the recruitment files following a determination that their characteristics were compatable with the goal of providing additional enrichment expe-

riences for gifted and talented students. The in-school team consisted of the teachers listed in Figure 2.

Figure 2.

Data Showing the Number of Classroom Teachers and Retired-Teacher Volunteers

| Classroom Teachers | Retired Teachers |
|---|---|
| 2 First-Level Teachers | 1 Special Education/ Music Teacher |
| 1 Instrumental Music Teacher | 1 Primary-Grade Teacher |
| 1 Intermediate-Level Teacher | 1 Band Director |
| | 1 Librarian |

Music activities were conducted in the adequately equipped band room. A carpeted pit in one corner of the library provided a suitable area for storytelling and conversation.

Letters were sent to fifty retired teachers explaining the thrust of the program and inviting their participation. Fifteen of those contacted accepted the offer to participate immediately, while ten expressed a desire to become resource consultants for special projects, and seven requested that they be considered for future participation.

The orientation session which was provided for the four

retired-teacher volunteers adhered to the components that are generally accepted in educational practice. The activities included:

Orientation to the Volunteer Program

1. Overview of the policies, objectives and procedures
2. Definition of roles
3. Delineation of responsibilities and expectations

Orientation to the Specific School Site

1. Tour of the facility
2. Introduction to the staff
3. Tour of the community

Orientation to the Concept of Giftedness

1. Characteristics of gifted and talented students
2. Educational needs of gifted and talented students
3. Strategies for meeting the needs of gifted and talented students

Orientation to the Team Approach

1. Sensitization to the group process
2. Expansion of self-awareness

Twenty-one elementary school children were identified by their teachers for participation in the program. The academic achievement of the students, as measured by the

Iowa Tests of Basic Skills, ranged from one to two years in advance of their classmates. Data in Table IV summarize the ratings teachers gave the students on each of the thirty critical characteristics listed on the evaluation guide. It should be pointed out that all students received a rating of four, "more than average", or five, "exceptional" on each item.

TABLE IV

SUMMARY OF RATINGS FROM THE EVALUATION GUIDE FOR TEACHER IDENTIFICATION OF GIFTED STUDENTS

| | N=21 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | Learns rapidly | | | | 5 | 16 |
| 2 | Is alert | | | | 4 | 17 |
| 3 | Can think clearly | | | | 2 | 19 |
| 4 | Asks many questions | | | | 6 | 15 |
| 5 | Has broad knowledge | | | | 1 | 20 |
| 6 | Has a large vocabulary | | | | - | 21 |
| 7 | Is independent | | | | 3 | 18 |
| 8 | Uses logical reasoning | | | | 7 | 14 |
| 9 | Recognizes relationships | | | | 4 | 17 |
| 10 | Can concentrate | | | | 8 | 13 |
| 11 | Is persistent | | | | 7 | 14 |
| 12 | Is essentially happy | | | | - | 21 |
| 13 | Is sensitive to others | | | | 3 | 18 |
| 14 | Has a high energy output | | | | 1 | 20 |
| 15 | Displays intellectual curiosity | | | | - | 21 |
| 16 | Likes to be alone sometimes | | | | 2 | 19 |
| 17 | Displays a sense of humor | | | | 1 | 20 |
| 18 | Is willing to take risks | | | | 5 | 16 |
| 19 | Has original ideas | | | | 4 | 17 |
| 20 | Has a wide interest range | | | | - | 21 |
| 21 | Has problems with peers | | | | 15 | 6 |
| 22 | Is not distracted by disorder | | | | 3 | 18 |
| 23 | Ignores small details | | | | 8 | 13 |
| 24 | Sometimes seems shy | | | | 12 | 9 |
| 25 | Is not always courteous | | | | 16 | 5 |
| 26 | Is a behavior problem | | | | 10 | 11 |
| 27 | Shows imagination | | | | 4 | 17 |
| 28 | Expresses ideas and opinions | | | | 10 | 11 |
| 29 | Is impatient with drill | | | | 18 | 3 |
| 30 | Academically advanced | | | | 5 | 16 |

Figure 3 depicts the manner in which students were scheduled to the tutoring sessions. It should be noted that the scope of the tutoring phase of the program was limited to providing experiences in musical and oral expression.

Figure 3.

Schedule of Tutoring Sessions

| TIME | MONDAY/WEDNESDAY | FRIDAY |
|---|---|---|
| 9:15- 9:45 | Music Readiness<br>Primary Level<br>Mr. Tucker | |
| 9:45-10:45 | Instrumental Music<br>Upper Level<br>Mr. Tucker | Choral Music<br>Upper Level<br>Mrs. Lewis |
| 11:15-12:00 | Instrumental Music<br>Intermediate Level<br>Mr. Tucker | Oral Expression<br>Upper Level<br>Mrs. Lewis |
| 1:00- 1:30 | Oral Expression<br>Primary Level<br>Mrs. Montgomery | Story Telling<br>Primary Level<br>Mrs. Martin |

The instructional methodology utilized by the tutors was individualized and highly participatory. Students played melody bells; woodwind, brass, and percussion instruments;

and interacted creatively with the volunteers. A sample lesson is displayed in Figure 4.

Figure 4.

Sample Lesson in Music Readiness
First-Level

Melody

A melody is a meaningful succession of musical tones.

Concept

The tones of melodies may move up, down, or remain the same in pitch.

| General Objectives | Enabling Objectives |
|---|---|
| a. Identifies movement of tones as upward, downward, or remaining the same. | a. Demonstrates movement of tones with hand movements and playing melody bells or song flute. |
| b. Identifies melodic patterns. | b. Associates movement of tones with diagrams on chart or chalkboard and arrangement of notes on staff. |

Materials

12 melody bells and mallets

1 chart showing diagrams of notes on staff.

Time

30 minutes

Evaluate Program

In order to obtain a descriptive report of the utilization of the Retired-Teacher Volunteer Program (RTVP) at Miles Elementary School, it was necessary to evaluate the two major components in which this practicum was conceptualized. Five instruments were designed to elicit responses from four teachers, four volunteers, 21 students, and 32 administrators. The respondents assessed, 1) the degree to which the program goals were attained and 2) the potential usefulness of the handbook.

Four questionnaires were constructed in a manner to afford consistency among 14 goal-related items. The items were developed by careful study of volunteer handbooks and gifted programs and by an analysis of relevant professional literature. The five-point scale was designed to accommodate a range of choices from "not effective" to "very effective".

A rating scale was designed to accompany the devised handbook which was disseminated to administrators selected on the basis of their knowledge of volunteer programs. The instrument consisted of eight items grouped into three categories: 1) Adequacy of procedures; 2) Commitment to

replicate the program; and 3) Suggestions for improvement. The first six items referred to specific characteristics of the handbook which 32 respondents rated on a five-point scale from "not useful" to "very useful". The last two items were designed to gather data crucial to future institutionalization of the program.

The following limitations of the program should be taken into account whenever the program is adopted:

1. The listed characteristics of the program were not completely exhaustive in nature.
2. Approximately 25 percent of the administrators in the school system were involved in the handbook survey.
3. The instruments used terms for which there are no precise quantitative definitions - for example, "little effect" and "very useful" which are necessarily subject to varying interpretations.

Despite these limitations, the surveys should be useful in a number of ways. The handbook survey provides a material illustrative of the views of administrators which may be useful in educational planning. The handbook could also help administrators utilize the profes-

sional talents of retired teachers in more creative programs for gifted and talented students.

The following report of the questionnaire results should be of considerable interest and assistance to educators:

- Respondents unanimously agreed that the goals of providing "additional enrichment activities", "interaction among participants", "small group tutoring" and "lower pupil-teacher ratio" were attained to a "very effective" degree.
- Only 29 percent of the respondents felt that the goal of providing "one-to-one tutoring" was achieved to a significant degree. They felt, however, that more should be done to "recognize volunteers for service".
- There was 97 percent agreement among the respondents that the "plan for program continuance" was "very effective", as shown in Table V.
- The overall potential of the handbook was rated by administrators as "very useful" by 78 percent of the respondents, exceeding the goal of 75 percent by three percent. Detailed information with regard to the frequency of other ratings and percentages

TABLE V

EFFECTIVENESS OF PROGRAM GOALS STATEMENTS: SUMMARY

| Goal | Administrator | Teacher | Volunteer | Pupil | Total | % |
|---|---|---|---|---|---|---|
| 1. Assistance from volunteers | 2 | 3 | 4 | 20 | 29 | 94 |
| 2. Additional enrichment activities | 2 | 4 | 4 | 21 | 31 | 100* |
| 3. Orientation for volunteers | 2 | 4 | 3 | 17 | 26 | 84 |
| 4. Interaction among participants | 2 | 4 | 4 | 21 | 31 | 100* |
| 5. Understanding the program | 1 | 3 | 3 | 19 | 26 | 84 |
| 6. Recognition for service | 1 | 3 | 4 | 7 | 15 | 47 |
| 7. Student achievement | 2 | 3 | 2 | 20 | 27 | 87 |
| 8. Improved discipline | 2 | 3 | 3 | 21 | 29 | 94 |
| 9. Delineation of responsibilities | 2 | 4 | 3 | 18 | 27 | 87 |
| 10. One-to-one tutoring | 2 | 2 | 2 | 3 | 9 | 29 |
| 11. Small group tutoring | 2 | 4 | 4 | 21 | 31 | 100* |
| 12. Lower pupil-teacher ratio | 2 | 4 | 4 | 21 | 31 | 100* |
| 13. Special interests or talents | 2 | 3 | 4 | 20 | 29 | 94 |
| 14. Plan for program continuance | 2 | 4 | 4 | 21 | 30 | 97 |
| | N=2 | N=4 | N=4 | N=21 | N=31 | |

* Unanimous agreement

is presented in a tabular summary in Table VI.

TABLE VI

SUMMARY OF HANDBOOK RATINGS

| N=32 | Frequency of ratings and Percentages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | | 4 | | 5 | |
| | | | f | % | f | % | f | % |
| 1. Purpose | - | - | 2 | 6 | 14 | 44 | 16 | 50 |
| 2. Sensitizing/ Commitment | - | - | - | - | 16 | 50 | 16 | 50 |
| 3. Assessing needs | - | - | 2 | 6 | 18 | 56 | 12 | 38 |
| 4. Operationalizing | - | - | - | - | 20 | 62 | 12 | 38 |
| 5. Evaluating | - | - | 4 | 12 | 14 | 44 | 14 | 44 |
| 6. Potential | - | - | - | - | 12 | 22 | 25 | 78* |

* Exceeds goal by 3%

Additionally, 31 percent of the respondents committed themselves to replicating the program in their schools as reported in Table VII.

TABLE VII

SUMMARY OF ADMINISTRATOR COMMITMENT TO USE HANDBOOK

| N=32 | | | | | |
|---|---|---|---|---|---|
| YES | | NO | | UNDECIDED | |
| f | % | f | % | f | % |
| 10 | 31* | 2 | 6 | 20 | 63 |

* Exceeds goal by 21%

Figure 5.

ILLUSTRATION OF THE PERCENT OF RATINGS FOR FORMAT PURPOSE

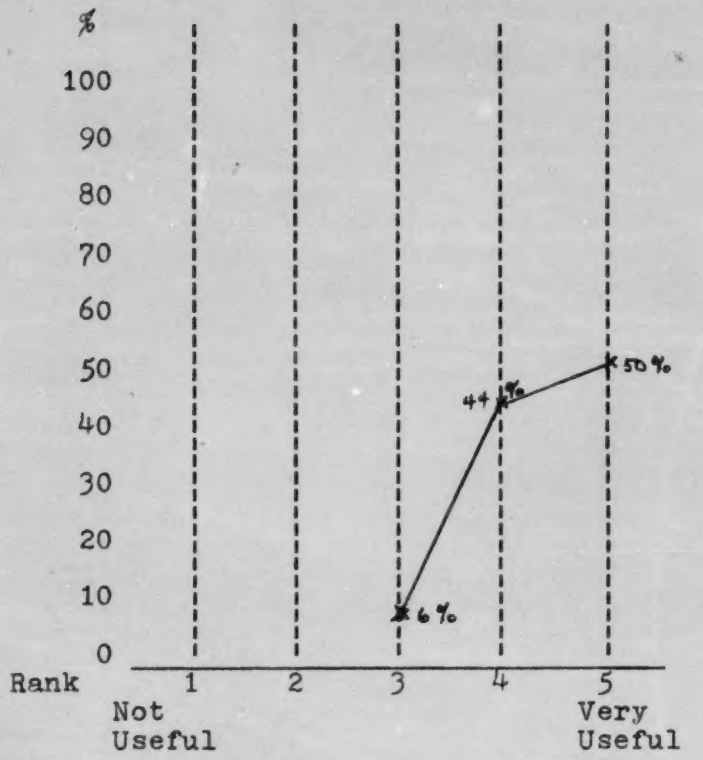



Figure 6.

ILLUSTRATION OF THE PERCENT OF RATINGS FOR SENSITIZING/COMMITMENT

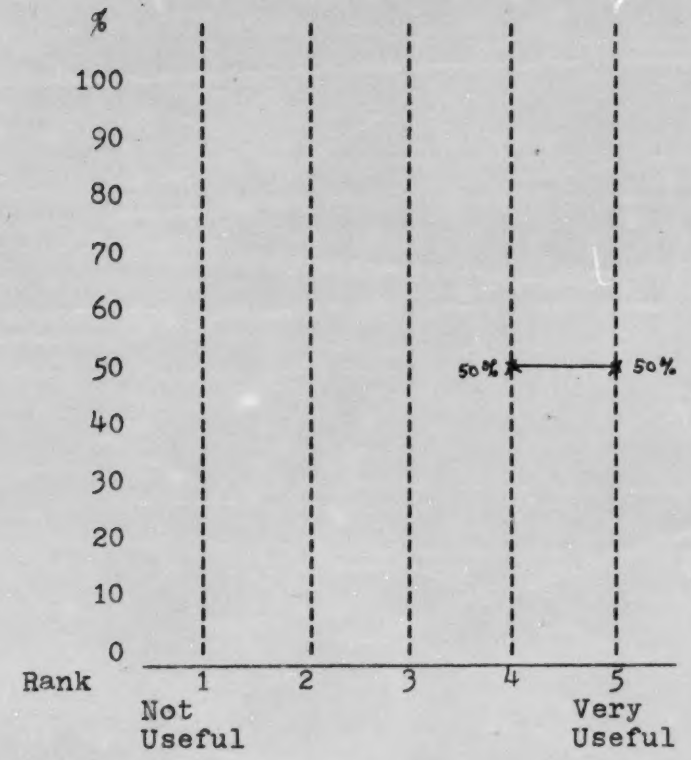


Figure 7.

ILLUSTRATION OF THE PERCENT OF RATINGS FOR ASSESSING NEEDS

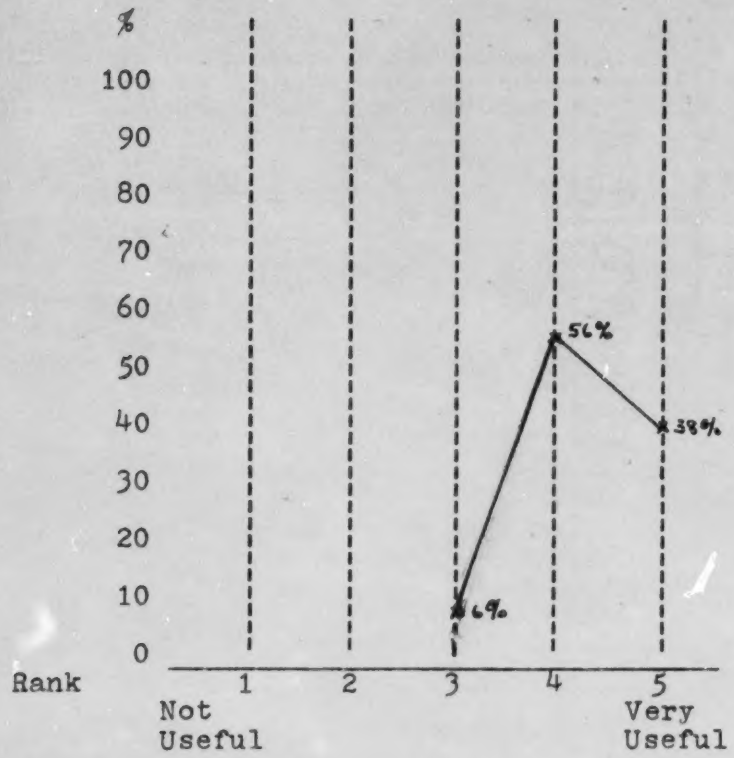



Figure 8.

ILLUSTRATION OF THE PERCENT OF RATINGS FOR OPERATIONALIZING

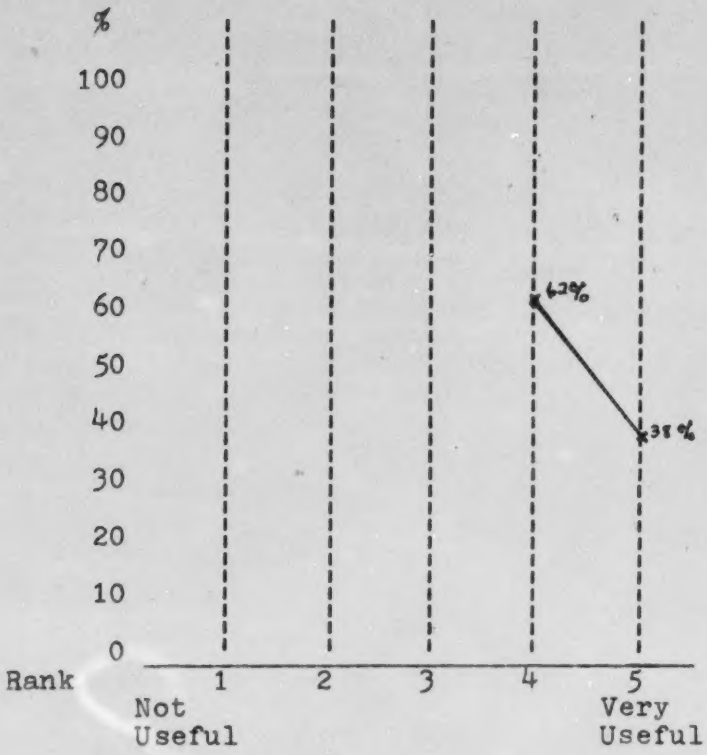


Figure 9.

ILLUSTRATION OF THE PERCENT OF RATINGS FOR EVALUATING

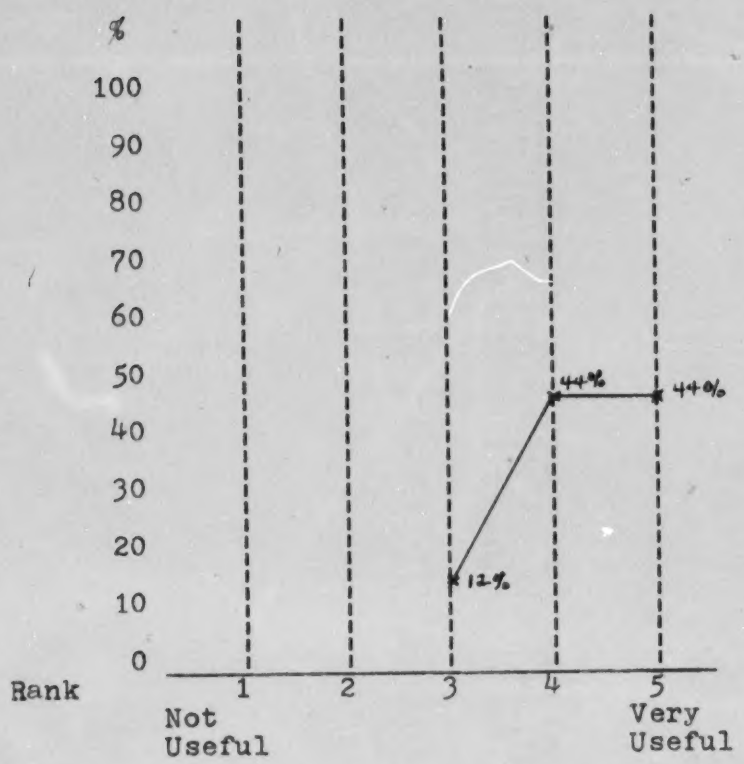



Figure 10.

ILLUSTRATION OF THE PERCENT OF RATINGS FOR POTENTIAL

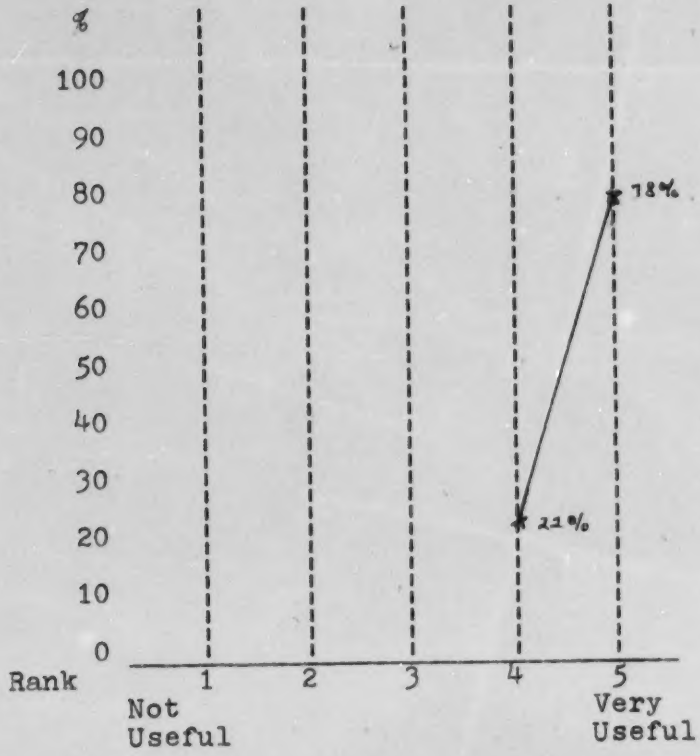
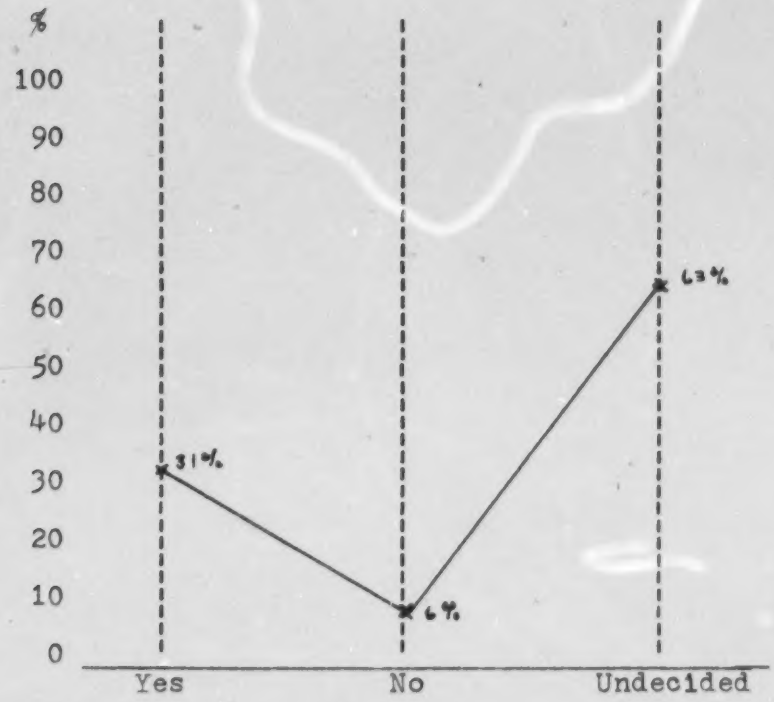


Figure 11.

ILLUSTRATION OF THE PERCENT OF COMMITMENTS



# CHAPTER IV

## SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this practicum was to develop a program for the utilization of retired-teacher volunteers, the format of which was designed to provide enrichment experiences to assist gifted and talented elementary school students in optimizing their potentialities. The practicum was initiated, questionnaires were devised to evaluate its effectiveness, and the procedural thrust was summarized in a handbook for educators to use in institutionalizing similar programs.

### SUMMARY

The participants in this practicum included four retired-teacher volunteers, four classroom teachers, 21 gifted and talented students at Miles Elementary School, Atlanta, Georgia, and 32 administrators. The volunteers provided enrichment experiences for the students in musical and oral expression. The instructional methodology utilized by the volunteers was individualized and highly participatory. Students played melody bells, woodwind, brass,

and percussion instruments, and interacted creatively with the volunteers through activities designed to develop oral expression. The procedural arrangements of the project were summarized in a handbook for interested administrators to replicate. Evaluative criteria were devised to measure the effectiveness of the program and usefulness of the handbook.

## CONCLUSIONS

Based on the effectiveness of the Retired-Teacher Volunteer Program (RTVP) as reported in this document, the following conclusions were reached:

1. The program has the capability of substantially enriching the experiences of gifted and talented students by utilizing the professional and creative skills of retired teachers to extend the instructional staff.
2. Retired-teacher volunteers are highly amendable to further involvement in the education of young people without remuneration for their services.
3. It is possible to adapt the professional skills

of retired teachers to the unique needs of gifted and talented students with a minimum amount of training.

4. The utilization of retired-teacher volunteers decreases the teacher-pupil ratio during the period of their intervention, thereby providing an opportunity for more children to receive individualized instruction.
5. Teachers, students, and parents acknowledge and welcome the professionalism that retired-teacher volunteers bring to the educational milieu.
6. Retired-teacher volunteers serving in the dual capacity of volunteers and community representatives increase the probability that the community will gain greater insight into school endeavors.

## IMPLICATIONS

The Retired-Teacher Volunteer Program (RTVP) seems to have implications for use by administrators who are interested in extending the enrichment experiences provided

for the gifted and talented students in their schools. This program could provide a partial solution to the problem of sustaining existing programs for the gifted where the funding source is threathened, as well as for institutionalizing new programs without increasing austere budgets.

## RECOMMENDATIONS

Administrators who are interested in institutionalizing a Retired-Teacher Volunteer Program (RTVP) should consider the following recommendations:

1. Investigate the legality of utilizing volunteers prior to initiating a program.
2. Obtain the support that is essential for the project to succeed.
3. Keep the project simple to administer and inexpensive to operate.
4. Be alert in identifying retired teachers whose talents and vitality level are commensurate with the goal statements of the project.
5. Use flexibility in orienting retired teachers to the organizational and procedural arrangements of the school and the concept of giftedness.

6. Delegate authority and responsibilities to the chairman of the inschool team.
7. Develop creative activities and projects that will be self-actualizing for the gifted students and the retired teachers.
8. Monitor the program carefully to provide a valid data base for assessing effectiveness.
9. Remember that retired-teacher volunteers should provide ancillary services for classroom teachers. They should not replace them.

HANDBOOK

RETIRED-TEACHER TUTORS

GIFTED AND TALENTED STUDENTS

# HANDBOOK FOR OPERATIONALIZING A RETIRED-TEACHER VOLUNTEER PROGRAM (RTVP)

- SENSITIZING
- ASSESSING
- DESIGNING
- OPERATIONALIZING
- EVALUATING

# PREFACE

This Retired-Teacher Volunteer Program (RTVP) Handbook is designed primarly as a concise model of essential information on designing, operationalizing, and evaluating programs to which interested administrators may refer for the initation of similar programs. The handbook attempts to deal succinctly with the processes employed by the practitioner. Avoiding a rigidly prescriptive approach, this handbook offers straightforward, understandable suggestions for utilizing volunteer services in a program for gifted and talented students.

# ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to Dr. Alonzo A. Crim for his advice and gracious assistance which provided the impetus for this study. Further appreciation is due to other members of his administrative staff, in particular Mr. Moses C. Norman, Area Superintendent and Dr. Jarvis Barnes, Assistant Superintendent, for their support, encouragement, and suggestions. A debt of gratitude is also due those persons who designed the Volunteer Services Manual from which several forms were adapted for use in this report.

The practitioner is extremely grateful to Dr. S. O. Kaylin, Dr. Murry A. Heyert, Dr. Juanita Collier, and Mr. Borah W. Walton for their invaluable guidance in the development of this practicum. Without their support, this effort would have been impossible.

Finally the author is indebted to the four retired-teacher volunteers, four classroom teachers, 21 gifted and talented students, their parents, and 32 administrators who through their cooperation and sacrifice of time and energy, made this report possible.

TABLE OF CONTENTS

PREFACE . . . . . ii

ACKNOWLEDGMENTS . . . . . iii

PURPOSE . . . . . 1

RTVP MODEL . . . . . 2

PROCESS ONE MODEL . . . . . 3

PROCESS ONE . . . . . 4

Develop Sensitivity and Commitment
Letter to Superintendent
Letter to Advisory Council

PROCESS TWO MODEL . . . . . 8

PROCESS TWO . . . . . 9

Assess Needs
Needs Assessment
Prepare Objectives
Recruit and Place Volunteers
Sources to Consider

PROCESS THREE MODEL . . . . . 14

PROCESS THREE . . . . . 15

Operationalize Program
Volunteers in Public School Programs

Letter to Retired Teachers
Volunteer Application Form
Volunteer Agreement Form
Volunteer Profile
Preferred Placement
Preferred Activity
Orientation
Suggested Orientation for Volunteers
Education of the Gifted
Evaluation Guide for Teacher
Identification of Gifted Student
Letter to Parents
Objectives for Developing Oral Expression
Sample Lesson in Music Readiness -
First Level
Sample Schedule of Tutoring Sessions in
Musical and Oral Expression
Music Equipment Recommendations
Equipment Inventory

PROCESS FOUR MODEL . . . . . 36

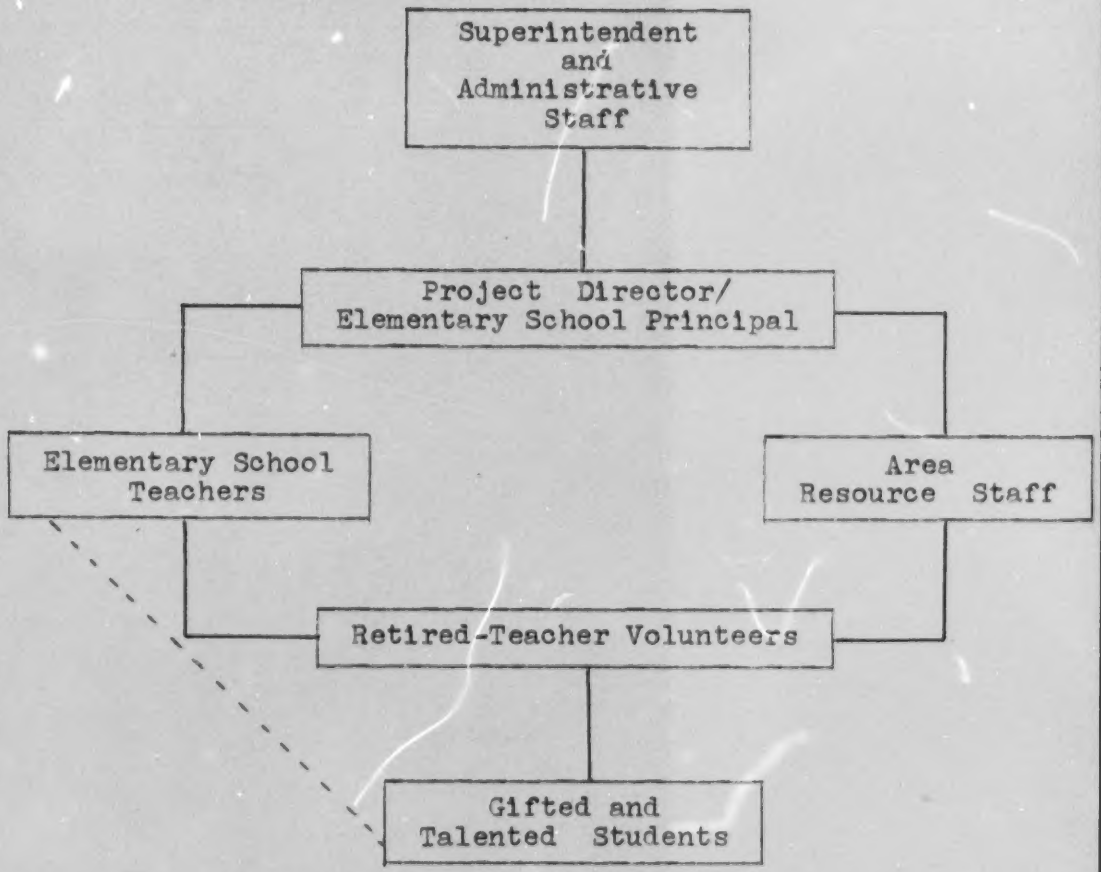
PROCESS FOUR . . . . . 37

Evaluate Program
Volunteer Service Record Sheet
Report to Parents
Evaluation of RTVP - For Staff
Evaluation of RTVP - For Volunteers
Evaluation of RTVP - For Students
Evaluation of RTVP - For Administrators

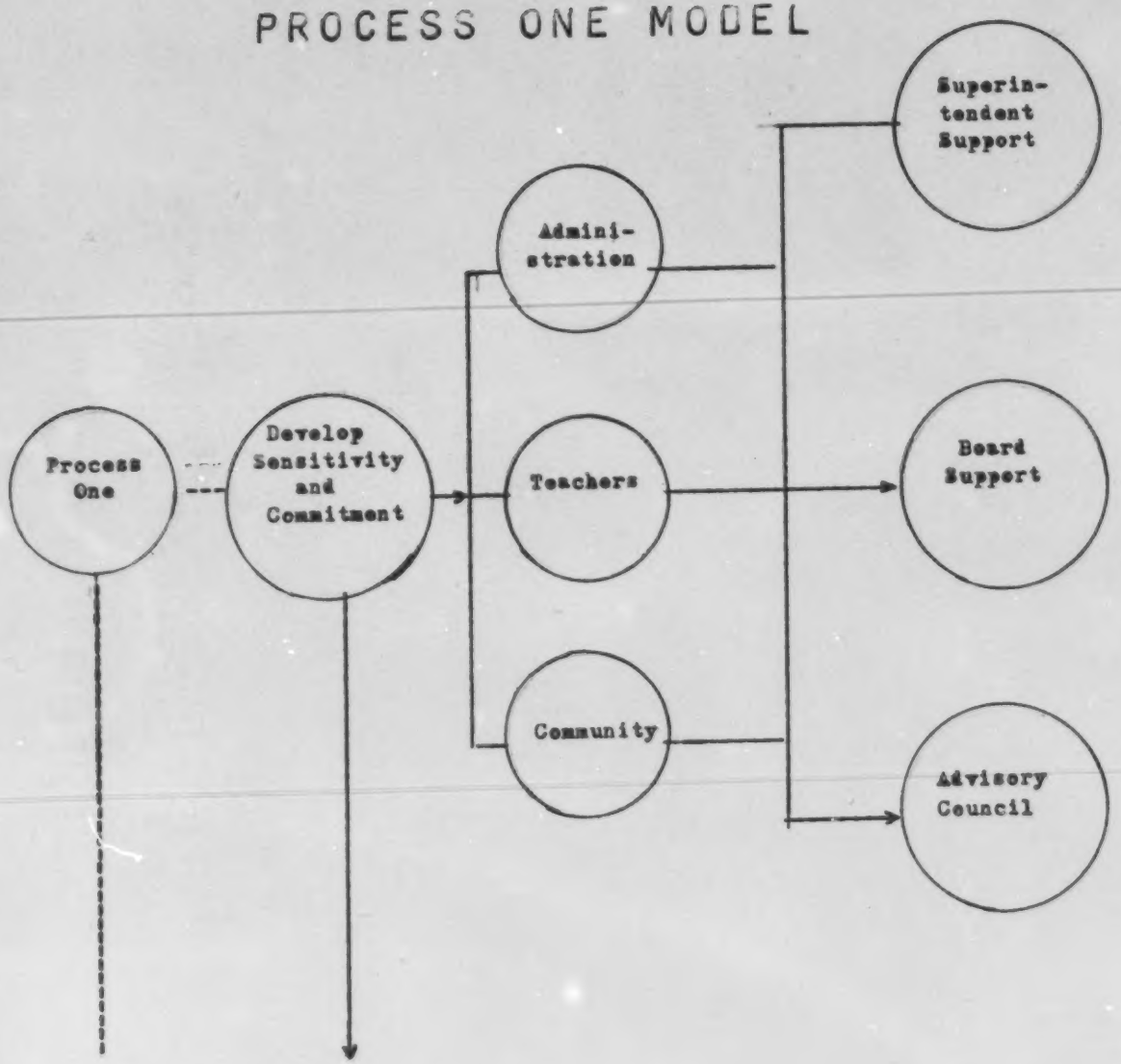
# PURPOSE

The purpose of this handbook is to provide general direction for elementary school principals in the organization of Retired-Teacher Volunteer Programs (RTVP), to enrich the experiences of gifted and talented students. By their very nature, such programs will vary greatly from school to school and even from classroom to classroom. If an elementary school principal will consider the various processes delineated in the handbook, there is ample reason to believe that workable programs can be institutionalized in other schools.

# RTVP MODEL


Superintendent and Administrative Staff
Project Director/ Elementary School Principal
Elementary School Teachers
Area Resource Staff
Retired-Teacher Volunteers
Gifted and Talented Students

# PROCESS ONE MODEL




3

# PROCESS ONE

## DEVELOP SENSITIVITY AND COMMITMENT

Before attempting to institutionalize a Retired-Teacher Volunteer Program (RTVP), it is important to sensitize the administration and Board of Education to the major needs addressed by the program. Without their explicit, or at least implied support, the program may have no possibility of success.

You are sensitizing others when you ...

- Present the proposal to the superintendent
- Explain the program at a Board of Education meeting
- Obtain exposure through the various media
- Share ideas with your staff
- Inform parents and community leaders
- Discuss the program with students
- Organize an advisory council

Ask yourself ...

- Do I have approval?
- How shall I inform others?
- Will a slogan be useful?

Letter to Superintendent

November 19, 1976

Mr. Moses C. Norman
Area I Superintendent
Kennedy Center
Atlanta, Georgia

Dear Mr. Norman,

I would like to have your permission to pilot test a Retired Teacher Volunteer Program (RTVP) at Miles Elementary School during the remaining months of this school year. The program will focus on gifted and talented students whose exceptionalities are often neglected. The ancillary services of retired teachers will be utilized to assist in institutionalizing a truly pluralistic system in which those students at the upper end of the intellectural spectrum will also receive compensatory instruction.

Thank you in advance of the consideration you may be able to give this request.

Sincerely yours,

Mildred L. Walton
Principal

Letter to Advisory Council

January 13, 1976

Dear _____,

One of the major objectives of the Atlanta Public School System is to develop and implement a two-way flow of ideas between the school system and community to provide the basis for mutual understanding and teamwork. It is believed that an effective way to ensure maximum community participation at the local level is to establish a school-community advisory council. Members of the council will serve in an advisory capacity only, without pay. They will review and evaluate problems and programs with the staff and recommend solutions to the problems and modification to programs.

The L. P. Miles School Staff desires your participation on the council during 1976. A time for afternoon meetings will be established and communicated to you. Please call the school and inform us if you will be able to serve. The telephone number is 696-1881.

Sincerely yours,

Mildred L. Walton
Principal

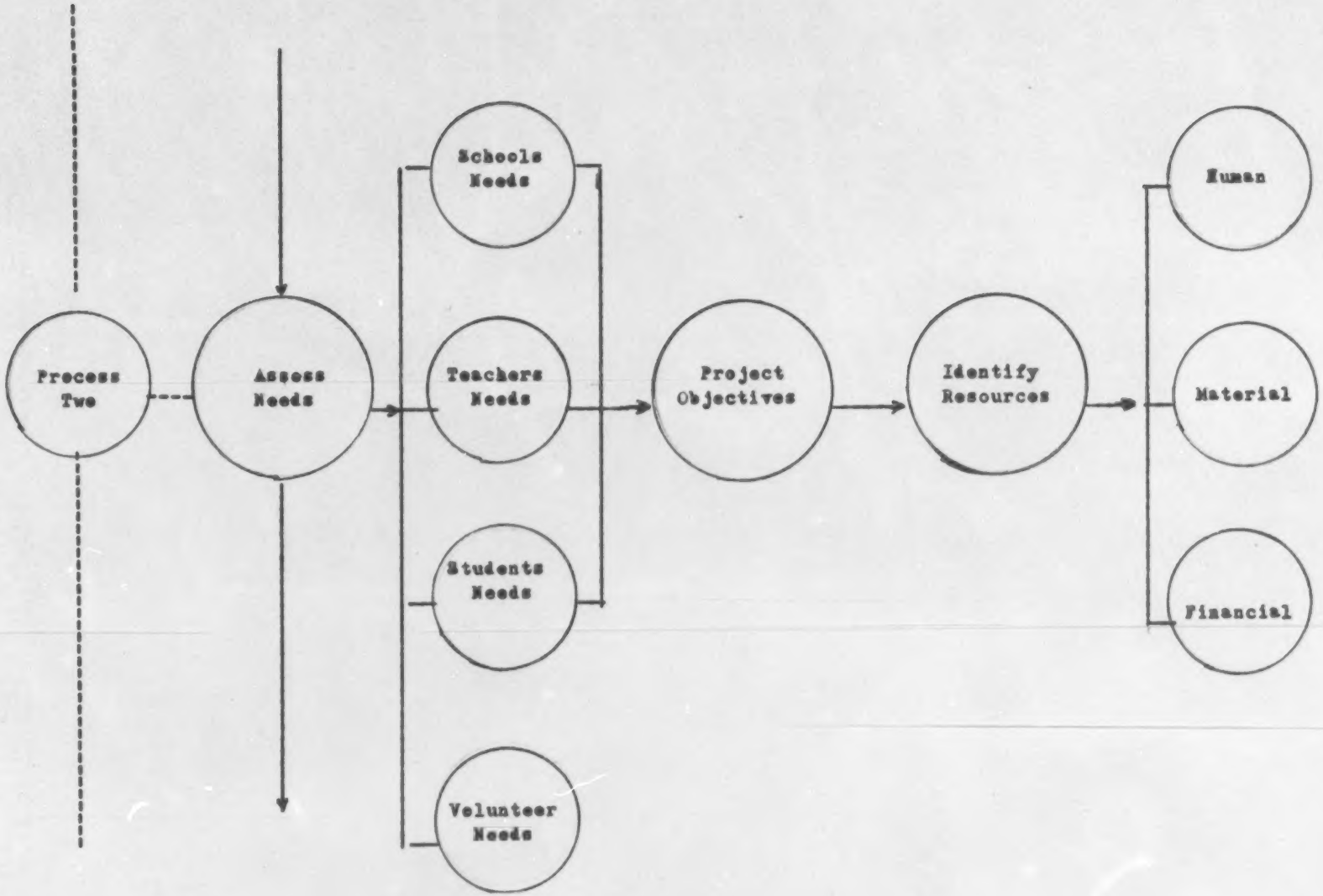
MLM:gst

RE-CYCLE YOUR TALENT

HELP A CHILD SUCCEED !

7

# PROCESS TWO MODEL



# PROCESS TWO

ASSESS NEEDS

Assess the extent to which the critical needs of the gifted and talented are being served. If it is determined that they are not being met successfully, formulate goals to ameliorate the deficits.

You are assessing needs when you ...

- Solicit concerns of others and value their opinions
- Set goals
- Collect antecedent data on the status of the situation
- Examine needs without personal bias
- Prioritize the determined needs

Ask yourself ...

- What does the school need?
- What do teachers need?
- What do students need?
- What do volunteers need?
- Which needs are most critical?
- How will the needs be reduced?

Get started ...

1. Prepare proposal

   Rationale
   Needs
   Objectives
   Evaluation Design

2. Prepare Visual Aids

   Transparencies
   Slides
   Posters
   Bulletins
   Newsletters

3. Prepare News Releases

   Television
   Newspaper
   Radio

4. Conduct Meetings

   Staff
   P T A
   Community Groups
   Student Assemblies

Ask yourself will others ...

- Show commitment?
- Give approval?
- Offer encouragement?
- Pledge support?
- Become participants?

PREPARE OBJECTIVES

You are preparing objectives when you ...

- Consider needs
- Anticipate means of reducing needs
- State objectives in behavioral terms
- Select enabling objectives
- Determine terminal behaviors

Ask yourself ...

- What are the critical needs?
- Which behaviors should be changed?
- How much success will be acceptable?

IDENTIFY RESOURCES

You are identifying resources when you ...

- Seek potential volunteers, teachers, and students
- Contact resource staff
- Inventory materials and equipment
- Prepare a budget

Ask yourself ...

- What is necessary for goal achievement?
- How adequate are meterials and equipment?
- Are supportive staff available?
- How adequate are operating funds?

## RECRUIT AND PLACE VOLUNTEERS

You are recruiting and placing when you ...

- Look for prospects
- Choose compatables
- Describe job
- Employ retired teachers

Ask yourself ...

- How many are needed?
- For what are they needed?
- Where are they needed?
- When are they needed?

You are promoting the program when you ...

- Contact retired teacher organizations
- Display posters
- Release information
- Speak to groups
- Use free spot television and radio announcements
- Distribute newsletters to retired homes
- Develop a slogan

Have you ...

- Canvassed senior citizens organizations?
- Contacted retired teachers in the community?
- Solicited assistance from the central staff?

SOURCES TO CONSIDER

National organizations with local chapters

- Retired Teachers of America
- National Association of Educators
- American Association of University Women
- National Council of Jewish Women
- Senior Citizens Organizations
- YWCA

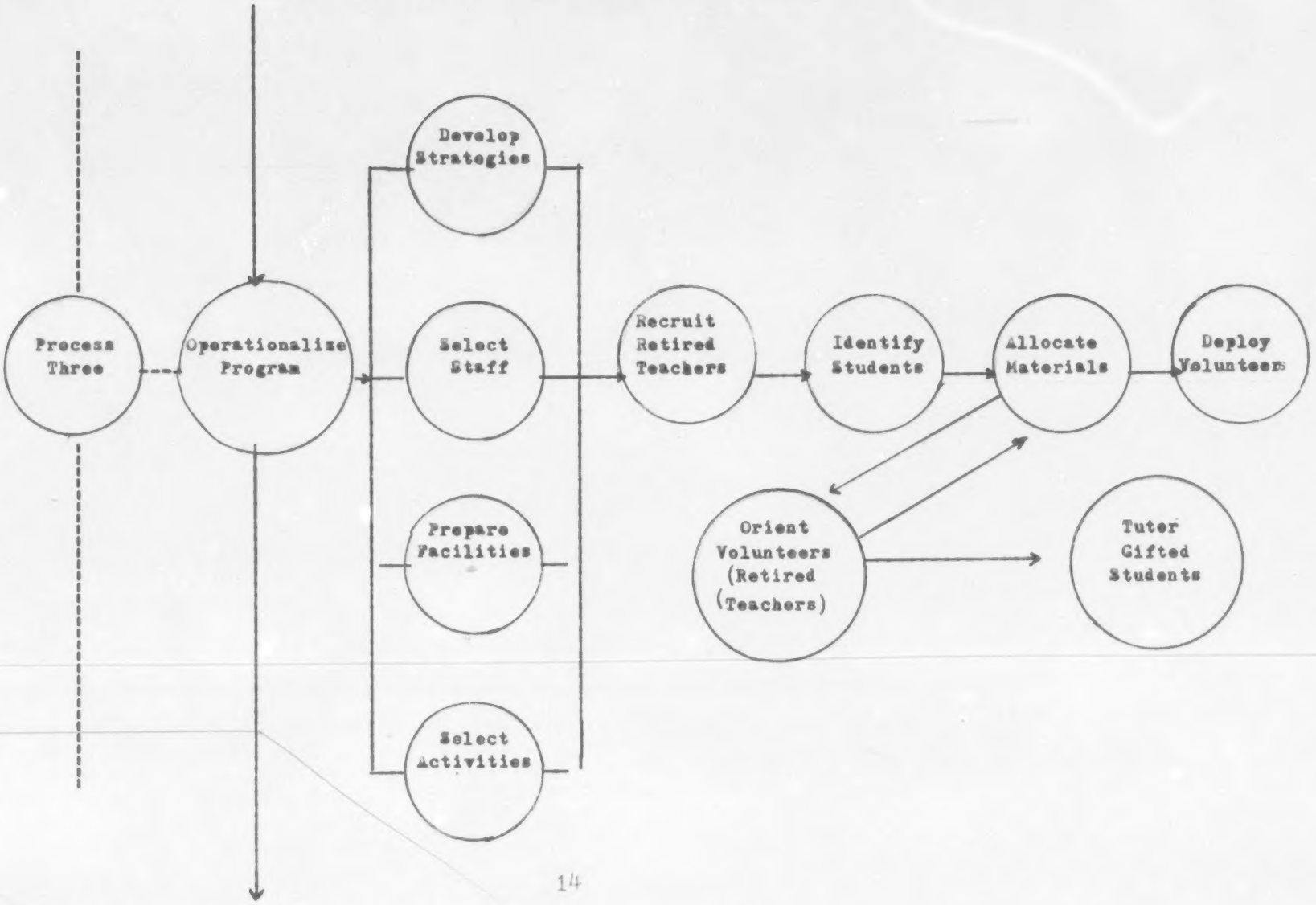
Other Resources are ...

- Personnel Director
- Board of Education Minutes
- Retirement homes
- Local professional organizations

Slogans ...

- "Help Us Help Our Children"
- "Help a Student Succeed"
- "You are the Key"
- "Come Back to School...Volunteer!"
- "Recycle your Talent ...Volunteer!"
- "Teacher-Talent Recycled!"

# PROCESS THREE MODEL

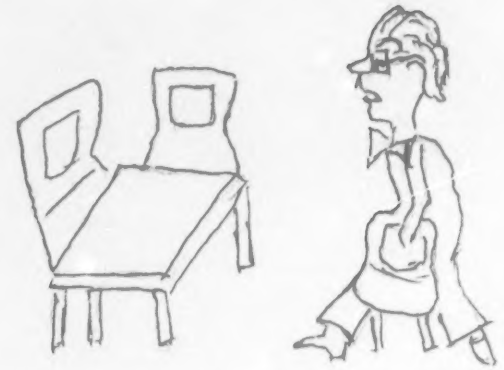


# PROCESS THREE

OPERATIONALIZE PROGRAM

Operationalize the program by taking the following steps:

- Review existing policies
- Develop strategies
- Select inschool team
- Make logistical arrangements
- Select activities
- Recruit retired teachers
- Identify students
- Allocate material resources
- Deploy retired teacher volunteers
- Orient volunteers
- Tutor gifted and talented students



Ask yourself ...

- What are the system policies?
- Which procedures are needed?
- Who is committed to the program?
- Are the facilities ready?
- Which activities are appropriate?
- Have students been identified?
- Are compatabile volunteers available?
- Is the program following the plan?
- Are materials in ample supply?
- Have volunteers been assigned?
- Has orientation been provided?
- Are volunteers tutoring students?

VOLUNTEERS IN PUBLIC SCHOOL PROGRAMS

(Adopted by the Atlanta Board of Education on April 22, 1969)

Policy Statement

Citizens who voluntarily contribute their time and talents to the improvement and enrichment of the Atlanta Public Schools' instructional and other programs are valuable assets. The Atlanta Board of Education encourages constructive participation of groups and individuals in local schools and in central and area offices to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel. Whenever possible, community volunteers should be recruited from the neighborhood served by the school in which they work.

Recruitment, utilization, coordination and training of volunteers is a responsibility of the school administration and shall be carried out as directed or delegated by the Superintendent. Every effort should be made to utilize volunteer resources in a manner which will assure maximum contribution to the welfare and educational growth of pupils.

Administrative Regulations

1. Individuals and groups who currently work with teachers and pupils in the schools and offices of the Atlanta Public Schools and are not employees of the Atlanta Board of Education shall be registered with the coordinating office for volunteers located in the Central Office.

2. Offers to serve as school volunteers and requests for volunteer assistance may be made directly to the coordinating office. Volunteers may also be recruited by school principals. It is essential, however, that all volunteers be registered with the Central Office before beginning work in schools or offices. Registration form will be available at schools as well as at the Central Coordinating Office.

3. The school principal or appropriate department or division head shall define and assign responsibilities and tasks to be performed by volunteers in the respective schools.

4. When volunteers work directly with children, their activities shall be under the direct supervision of a teacher or administrator.

5. Volunteers who perform regularly or who wish to perform regularly tasks in the schools are encouraged to participate in appropriate volunteer training sessions offered by the school system. Regular perticipation should be delayed until initial training has been completed.

6. The coordinating office for volunteers in public schools shall be re for the following functions:

   a. Publicize needs and recruit and identify volunteers from the community to assist in carrying out specific tasks in the local schools and central and area offices as requested by the appropriate area superintendent.

   b. Conduct appropriate orientation and in-service training programs for volunteers.

   c. Assist volunteers to feel and become a part of the public schools by providing information, advice, and assistance where possible and desirable.

   d. Assist schools and offices in locating individuals who possess special talents and abilities needed by the schools.

   e. Report periodically to the Superintendent and Board regarding progress and problems of community participation and recommend appropriate steps that need to be taken to assure optimum benefit to pupils by community participants in school programs.

RETIRED TEACHER VOLUNTEER PROGRAM (RTVP)
MILES ELEMENTARY SCHOOL
ATLANTA, GEORGIA

LETTER TO RETIRED TEACHERS

Dear_____ :

A program is being developed to utilize the professional skills of retired teachers as tutors of the gifted and talented. It is hoped that the students will receive enrichment experiences that will help them to optimize their unique potentialities.

The assistance of talented, dedicated professionals who are able to render service without remuneration is needed in order to accomplish the goal of the program.

I would like to take this opportunity to solicit your participation in RTVP because you would add a valuable dimension to the program.

Thank you in advance for your consideration.

Sincerely yours,

---

Please return this form in the envelope provided.

I shall be able to participate in RTVP /____/

I shall not be able to participate in RTVP /____/

_____
Signature Date

RETIRED TEACHER VOLUNTEER PROGRAM (RTVP)
MILES ELEMENTARY SCHOOL
ATLANTA, GEORGIA

VOLUNTEER APPLICATION FORM

Dr.
Ms.
Mr. _____
Last Name (please print) First Name Middle Initial

Home Address _____
Street Apt. City Zip

Business Address _____
Firm Street City Zip

Telephone: Home _____ Date of Retirement _____
Business _____

VOLUNTEER EXPERIENCE

| Organization | Service or Position | Dates |
|---|---|---|
| | | |
| | | |
| | | |

EXPERIENCE

| School System | Position | Dates |
|---|---|---|
| | | |
| | | |
| | | |

RETIRED TEACHER VOLUNGEER PROGRAM (RTVP)
MILES ELEMENTARY SCHOOL
ATLANTA, GEORGIA

VOLUNTEER AGREEMENT FORM

Name _____ Home Phone_____

Address _____

Person to contact in case of emergency:

_____
Name Address Phone

Job Description _____

_____

Days and Hours _____

Assignment_____ Principal_____

School
Address _____ Phone _____

Supervisor's
Name _____ Grade or
Subject _____

Beginning Date _____ Ending Date _____

I accept the terms of this agreement as stated above and I understand that I am to work without financial remuneration under the supervision of an employee of the Atlanta Board of Education and in compliance with the rules and policies of the Atlanta Board of Education and of the school where I am assigned. To the best of my knowledge, I have no physical or mental disability which would prevent me from working with children.

_____
Volunteer Date

_____
Principal Date

RETIRED TEACHER VOLUNGEER PROGRAM (RTVP)

VOLUNTEER PROFILE

Please complete the following questionnaire. The information will be of value to the teacher or other staff member with whom you serve.

NAME _____ ADDRESS _____ PHONE _____

1. Do you prefer to work in a one-to-one situation?_____ or small group?___ or general assistance?_____

2. In what instructional area or areas would you feel most confortable?

_____

3. Do you type? _____ Are You bi-lingual?_____ If so, what language?_____

4. Can you operate a film projector?_____ a slide projector?_____

5. Do you sing?_____ Do you play a musical instrument? _____ What instrument? _____

6. Are you athletically inclined?_____ If so, what sports?_____ or games?_____

7. Do you enjoy reading to children ?_____ Do you enjoy drama? _____

8. What are your hobbies, special interests, or skills? _____

_____

9. What do you perceive as the most valuable asset you can contribute by working as a school volunteer? _____

10. If you have had any special training in education, please indicate:

_____

_____ _____

Date Signature of Volunteer

RETIRED TEACHER VOLUNTEER PROGRAM (RTVP)

PREFERRED PLACEMENT

Specify particular subjects, duties or age range of students.

| 1st Choice | 2nd Choice | 3rd Choice |
|---|---|---|
| | | |
| | | |

PREFERRED SCHEDULE

Indicate time you are available for volunteer service. Most regular volunteers serve at least two hours per week.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| AM | | | | | |
| PM | | | | | |

RETIRED TEACHER VOLUNTEER PROGRAM (RTVP)

PREFERRED ACTIVITY

Check one or more categories.

___ Tutoring small groups or individual children as directed by teacher.

_____Assisting teachers with general classroom activities.

_____Assisting teachers in supervision of children in the lunchroom, on playground, on tours, and sports events.

_____Assisting with office clerical duties.

_____Assisting in media center (includes library).

_____Assisting teacher - nurses in health examinations.

_____Serving as resource person: Sharing special talents or experiences for curriculum enrichment. Describe specialty: _____

_____Other (describe) _____

_____

ORIENTATION

You are orienting when you acquaint volunteers with ...

- School system
- System policies
- Gifted program
- Role expectation
- Staff and students
- Physical facilities
- Instructional media

TRAINING

Focus on developing ...

- Self-confidence
- Positive attitudes
- Knowledge of giftedness
- Skill in teaching gifted
- Motivation

Have you planned ...

- Tours?
- Formal metings?
- Informal discussions?
- Workshops?
- Conferences?
- Demonstrations?
- Publications?
- Films?

## SUGGESTED ORIENTATION FOR VOLUNTEERS

I. Welcome and Introduction

   A. Volunteer Personnel
   B. School Personnel

II. Philosophy of Volunteering

III. History, Purpose, and Objectives of the Program

IV. Overview of Community

   A. Channels of Communication
      1. Roles and responsibilities
      2. Supervision
      3. Procedures
   B. School Policies
      1. Dress and behavior
      2. Discipline
      3. Length of school day
      4. Releasing children to adults
      5. Visitors
      6. Students leaving classroom
      7. Teacher leaving classroom
      8. Books sent home
      9. Notes and letters sent home
      10. Lost and found
      11. Emergency calls during school hours
      12. Use of custodial services
      13. Working in child's classroom
      14. Parking
      15. Teachers' lounge
      16. Use of phone
      17. Liability
      18. Fund raising

VI. Volunteer
- A. Responsibilities
  1. Willingness to learn and accept supervision
  2. Dependability
  3. Loyalty
  4. Confidentiality
  5. Reporting absences
  6. Signing in and out
  7. Reading posted bulletins and newsletters
  8. Acceptance of all school rules
- B. Rights
  1. To be treated as a co-worker
  2. To have a job description, for duty to be performed
  3. Suitable assignment - with consideration for personal preference, experience, and education.
  4. To know as much about the program and the school as possible
  5. To be trained for a specific job, when training is necessary.
  6. Continued training on the job.
  7. Sound guidance and direction
  8. Opportunity to be heard
  9. Recognition

VII.
- A. Establishing relationship with the child
- B. Understanding the learning process
- C. Understanding of the community in which the volunteer is involved, if other than own.

VIII. Tour of Plant
- A. Classroom observations or demonstrations
- B. Facilities and regulations of the building
  1. Sign in and out location
  2. Traffic patterns, entrances, exits
  3. Fire drill routes and locations
  4. Lavatory locations (children and adults)
  5. Supply and book rooms
  6. Location of audio visual equipment
  7. Work rooms
  8. Eating facilities
  9. Parking facilities
  10. Teacher's lounge

EDUCATION OF THE GIFTED

GEORGIA POLICY

There are identifiable children and youth in Georgia who, because of high mental ability, have special educational needs and in order to develop to their fullest potential need an educational program specially designed for them. According to national percentages, approximately two to five percent of the general school population can be considered to be intellectually gifted. The State Board endorses the development and operation of a program of education for pupils in the public schools of this State who have manifested exceptional abilities, unique potentials, or who have made exceptional academic achievements.

The State Superintendent shall develop for State Board approval a State plan for the Education of the Gifted. This plan shall make provisions for special programs of education for gifted children and youth of all ages. The plan shall provide for the operation of the program for the gifted during the regular school year and for the operation of a special student honors program to be conducted during the summer months.

The State Superintendent shall require local school systems to submit local plans for participation in the Program for the Gifted. The State Superintendent shall develop guidelines for the development of local plans.

Legal Authorization Georgia Code: 32-3504 (1968).

EVALUATION GUIDE FOR TEACHER IDENTIFICATION OF GIFTED STUDENT

Student _____ Teacher _____ Grade _____ Year _____

Please check in appropriate square the degree to which the student exhibits these characteristics. (1) Not at all; (2) Somewhat; (3) Average; (4) More than average; (5) Exceptional

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1. | Learns rapidly, easily, and retains well. | | | | | |
| 2. | Is alert, keenly observant, and responds quickly. | | | | | |
| 3. | Can think clearly and reason things out. | | | | | |
| 4. | Asks many questions. | | | | | |
| 5. | Has a broad knowledge of basic fundamental skills. | | | | | |
| 6. | Has a large vocabulary and understanding of words. | | | | | |
| 7. | Is independent, self-sufficient, and self-assertive. | | | | | |
| 8. | Uses logical reasoning to solve problems. | | | | | |
| 9. | Recognizes relationships and understands meanings. | | | | | |
| 10. | Can concentrate for longer periods of time. | | | | | |
| 11. | Is persistent in finishing a task. | | | | | |
| 12. | Is essentially socially happy in the broader sense. | | | | | |
| 13. | Is aware of other persons' feelings and emotions. | | | | | |
| 14. | Has a high energy output; a lot of vitality. | | | | | |
| 15. | Displays intellectual curiosity; always seeking. | | | | | |
| 16. | Likes to be alone sometimes. | | | | | |
| 17. | Displays a sense of humor. | | | | | |
| 18. | Is willing to take risks; adventurous. | | | | | |
| 19. | Has original ideas and is not afraid to use them. | | | | | |
| 20. | Has a wide interest range but may concentrate on one. | | | | | |
| 21. | Is not always well liked and popular with his peers. | | | | | |
| 22. | Is not bothered or distracted by disorder about him. | | | | | |
| 23. | Is not interested in the small details of a problem. | | | | | |
| 24. | Sometimes seems shy and bashful. | | | | | |
| 25. | Is not always courteous. | | | | | |
| 26. | Is considered by others to be a behavior problem. | | | | | |
| 27. | Shows imaginative quality in his work. | | | | | |
| 28. | Feels free to express his own ideas and opinions. | | | | | |
| 29. | Shows less patience with routine procedures and drill. | | | | | |
| 30. | Academic work is one to two years in advance of his class. | | | | | |

RETIRED TEACHER VOLUNTEER PROGRAM (RTVP)
MILES ELEMENTARY SCHOOL
ATLANTA, GEORGIA

LETTER TO PARENTS

Dear Parents:

Your child,_____,has been selected to participate in a pilot program for talented students. The program will be designed to challenge, enrich, assist and remediate as individual needs dictate. It will supplement, not replace, the regular classroom activities.

Several retired teachers have volunteered to assist with the program during this school year.

Please sign the form below, if you consent for him/her to participate.

Sincerely yours,

Mildred L. Walton, Principal

---

PARENTAL AGREEMENT

My child,_____, has permission to participate in the pilot program for gifted and talented students which will utilize the services of volunteer retired teachers.

_____
Parent/Guardian Signature

## OBJECTIVES FOR DEVELOPING ORAL EXPRESSION

Story teller will assist pupils develop skill in:

- Extending verbal flunency
- Identifying missing elements in pictures
- Asking questions
- Using imagination
- Sequencing and creative problem solving
- Supplying alternatives
- Predicting and elaborating
- Synthesizing and drawing analogies
- Developing personal qualities

  Empathy

  Creative acceptance and constructive behavior

  Risk-taking and tolerance for ambiguity

Pupils will:

- Extend verbal fluency
- Identify complex missing elements in pictures
- Ask complex questions
- Attempt to analyze and verify discrepancies in stories
- Order complex sequences in cartoons, photographs, etc.
- Produce alternative endings for stories
- Elaborate on stories and creative dramatics/ Predict
- Produce simple analogies
- Empathesize
- Plan alternative procedures for attaining goals
- Increase willingness to attempt difficult tasks

SAMPLE SCHEDULE OF TUTORING SESSIONS IN MUSICAL AND ORAL EXPRESSION

| TIME | MONDAY/WEDNESDAY | FRIDAY |
|---|---|---|
| 9:15 - 9:45 | Music Readiness<br>First Level | |
| 9:45 -10:45 | Instrumental Music<br>Intermediate Level | Choral Music<br>Upper Level |
| 11:15 -12:00 | Instrumental Music<br>Upper Level | Oral Expression<br>Upper Level |
| 1:00 - 1:30 | Oral Expression<br>First Level | Story Telling<br>First Level |

SAMPLE LESSON IN MUSIC READINESS
FIRST LEVEL

Melody

A melody is a meaningful succession of musical tones.

Concept

The tones of melodies may move up, down, or remain the same in pitch.

| General Objectives | Enabling Objectives |
| --- | --- |
| a. Identifies movement of tones as upward, downward, or remain-the same. | a. Demonstrates movement of tones with hand movements and playing melody bells or song flutes |
| b. Identifies melodic patterns. | b. Associates movement of tones with diagrams on chart or chalkboard and arrangement of notes on staff. |

Materials

12 melody bells and mallets

12 song flutes

1 chart showing diagrams of notes on staff.

Time

30 minutes

## MUSIC EQUIPMENT RECOMMENDATIONS

The equipment items listed on this form are those recommended for a new 15-room school. The quantities are to be used as a guide in determining needs.

| DESCRIPTION | QUANTITY | COST* |
|---|---|---|
| Resonator Bells, Artist Lt., Two Octaves, with Case | 1 | 69.50 |
| Song Bells, Peripole, Two Octaves | 1 | 28.00 |
| Piano, Upright, Everette | 2 | 700.00 |
| Autoharp, 12 Bar, with Case, Oscar Schmidt #72 | 2 | 50.00 |
| Stands, Music Manhassette (Permanent Type) | 2 | 18.50 |
| Podium | 1 | 44.00 |
| Stands, Music Folding 600N | 20 | 14.50 |
| Chairs, Sousaphone Wenger, #46 | 1 | 51.00 |
| Chalkboard, Portable, Staff Lines on Slide | 2 | 95.50 |
| Record Player | 8 | 62.00 |
| Auxiliary 12" Dual Speaker in Carrying Case for Above Record Player | 1 | 74.50 |
| Tape Recorder | 1 | 170.00 |
| Newcomb RS 1620 V 2 Stereo Player 20 Watt-2 Channel | 1 | 300.00 |
| Overhead Projector | 1 | 114.00 |
| Table for Overhead Projector | 1 | 65.00 |
| Opaque Projector | 1 | 309.50 |

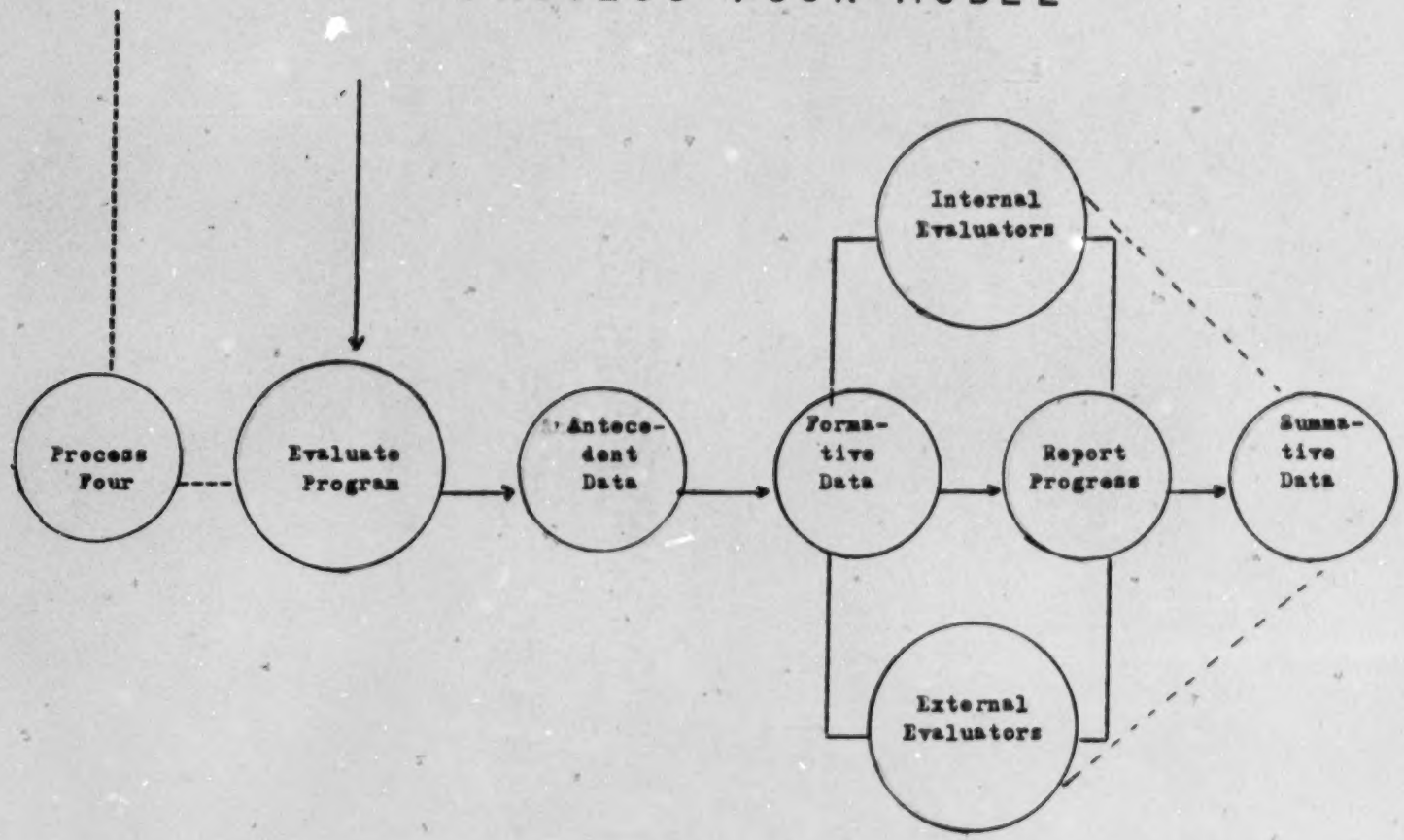
| DESCRIPTION | QUANTITY | COST* |
|---|---|---|
| Music Folio Cabinet-Made By Norreen, Model #N492 One Per Classroom Recommended | 1 | 170.00 |
| Tape Recorder, Portable, Cassette Type | 2 | 45.00 |
| Headset, Trimm 104-9-06 | 6 | 16.00 |
| Jack Box with 8 Headphone Outlets | 1 | 18.95 |
| Acoustic Guitar, Stella w/Case | 2 | 42.00 |
| Cassette Stereo Tape Recorder/Playback Unit | 1 | 200.00 |

*These are approximate costs.

EQUIPMENT INVENTORY FORM

| (1) Department _____<br>(2) Description: Make, Model, Type | (3)<br>Serial No. | (4) Location:<br>Room Number |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# PROCESS FOUR MODEL



# PROCESS FOUR

EVALUATE PROGRAM

Evaluation of the program should begin with the initial planning phase and continue throughout its operation.

You are evaluating when you collect ...

- Antecedent data to get started

  Needs Assessment
  Recommendations for participants
  Inventories

- Formative data to monitor transcation

  Assessment of strategies
  Record of tutoring sessions
  Observation of procedures

- Summative data to measure effectiveness

  Measure outcomes in terms of criteria
  Determine changes attributable to volunteers

- Report progress to others

  Participants
  Administration
  Parents
  Community

Ask yourself ...

- Where are we?
- What do we need to do?
- How is the treatment progressing?
- How shall we "sum up" the impact of the program?

January 21, 1976

Dear Parent:

Our Special Projects Program has begun quite successfully. Students have participated in creative musical and oral expression activities and they have made several educational trips. We have moved our musical activities to the band room and the story hour is held in the library. I hope to schedule at least one conference with you before the end of the next quarter. However, we would welcome a visit from you at any time.

Since you are afforded a complete evaluation of your child's progress on the report card, I will limit my evaluation to those basic characteristics which are most applicable to the Special Projects Program: work skills and social skills. In attempting to measure each child's current performance against his potential, I will use a simple rating scale:

1- Excellent performance 2- Satisfactory performance 3- Unsatisfactory

| | |
|---|---|
| WORK SKILLS | |
| Attacks a problem positively | |
| Follows through on an activity | |
| Completes activities on time | |
| Shows creativity in problem-solving and the arts | |
| SOCIAL SKILLS | |
| Works well with others | |
| Makes a positive contribution to the group | |
| Shows consideration for feelings of others through words & actions | |
| ADDITIONAL COMMENTS | |
| PARENTAL COMMENTS | |

NAME _____ GRADE _____

SIGNATURE OF PARENT _____

RETIRED TEACHER VOLUNTEER PROGRAM (RTVP)

VOLUNTEER SERVICE RECORD SHEET

Please sign this form each time you volunteer so that we may have an accurate record of your contribution. Thank you for your involvement and assistance.

Volunteer's Name_____ Job Description _____

School or Department _____

| Date | Time | | Number of Hours Served | Name of Supervisor | Number of Students Served |
|---|---|---|---|---|---|
| | In | Out | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Number of Days Served _____ Number of Professionals Utilizing Volunteers _____

Number of Hours Served _____ Number of Students Served per Week _____

EVALUATION OF THE RETIRED TEACHER VOLUNTEER PROGRAM (RTVP)

FOR STAFF: Answer the following questions by rating the degree to which each goal was achieved through the program application. Place a check (x) under the number you select for each question. 1) Not at all; 2) Somewhat; 3) Average; 4) Above average; 5) Extreme.

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1. | Did the volunteer assist you? | | | | | |
| 2. | Did the students engage in more enrichment activities? | | | | | |
| 3. | Was adequate orientation provided for the volunteers? | | | | | |
| 4. | Has interaction between you and the volunteer been rewarding? | | | | | |
| 5. | Do you feel the volunteers understand the program of the school better? | | | | | |
| 6. | Has the school recognized the volunteers for the service they have given? | | | | | |
| 7. | Did student achievement improve? | | | | | |
| 8. | Did you observe any improvement in student discipline? | | | | | |
| 9. | Were the duties of the volunteers clearly defined? | | | | | |
| 10. | Did the volunteers tutor individual students? | | | | | |
| 11. | Did the volunteers tutor small groups of students? | | | | | |
| 12. | Was the pupil-teacher ratio lowered? | | | | | |
| 13. | Were activities provided for students with special interests and talents? | | | | | |
| 14. | Do you feel the program should be continued next year? | | | | | |

EVALUATION OF THE RETIRED TEACHER VOLUNTEER PROGRAM (RTVP)

FOR VOLUNTEERS: Answer the following questions by rating the degree to which each goal was achieved through the program application. Place a check (x) under the number you select for each question. 1) Not at all; 2) Somewhat; 3) Average; 4) Above average; 5) Extreme.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Did you assist the teacher? | | | | | |
| 2. Have you helped to give the students more enrichment activities? | | | | | |
| 3. Was the orientation you received adequate? | | | | | |
| 4. Has interaction between you and the school staff been rewarding? | | | | | |
| 5. Do you understand the program of the school better? | | | | | |
| 6. Has the school recognized you for the service you have given? | | | | | |
| 7. Did student achievement improve during the program? | | | | | |
| 8. Do you feel you helped with student discipline? | | | | | |
| 9. Did you have a clear understanding of the duties you were expected to perform? | | | | | |
| 10. Did you tutor individual students? | | | | | |
| 11. Did you tutor small groups of students? | | | | | |
| 12. Was the pupil-teacher ratio lowered? | | | | | |
| 13. Were activities provided for students with special interests and talents? | | | | | |
| 14. Do you feel the program should be continued next year? | | | | | |

EVALUATION OF THE RETIRED TEACHER VOLUNTEER PROGRAM (RTVP)

FOR STUDENTS: Answer the following questions by rating the degree to which each goal was achieved through the program application. Place a check (x) under the number you select for each question. 1) Not at all; 2) Somewhat; 3) Average; 4) Above average; 5) Extreme.

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1. | Did the volunteer help you and the teacher? | | | | | |
| 2. | Did the volunteer help you with work that your classmates did not do? | | | | | |
| 3. | Did the volunteer know how to help you like your teacher does? | | | | | |
| 4. | Did you enjoy talking with the volunteer when she/he was in the room? | | | | | |
| 5. | Do you think the volunteer likes your school? | | | | | |
| 6. | Do the students let the volunteer know they like for her/him to help them? | | | | | |
| 7. | Did you do your work well when the volunteer helped you? | | | | | |
| 8. | Did you behave well when the volunteer was in the room? | | | | | |
| 9. | Do you feel that the volunteer knew what to do? | | | | | |
| 10. | Did the volunteer help you with work you could not do by yourself? | | | | | |
| 11. | Did the volunteer help you in a small group? | | | | | |
| 12. | Did the teacher work with the other boys and girls while the volunteer worked with you? | | | | | |
| 13. | Did you enjoy doing special things with the volunteer? | | | | | |
| 14. | Would you like for the volunteer to come all the time? | | | | | |

EVALUATION OF THE RETIRED TEACHER VOLUNTEER PROGRAM (RTVP)

FOR ADMINISTRATORS: Answer the following questions by rating the degree to which each goal was achieved through the program application. Place a check (x) under the number you select for each question. 1) Not at all; 2) Somewhat; 3) Average; 4) Above average; 5) Extreme.

| Was there evidence of: | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assistance from volunteers? | | | | | |
| 2. Additional enrichment activities? | | | | | |
| 3. Orientation for volunteers? | | | | | |
| 4. Interaction among participants? | | | | | |
| 5. Understanding the program? | | | | | |
| 6. Recognition for service? | | | | | |
| 7. Student achievement? | | | | | |
| 8. Improved discipline? | | | | | |
| 9. Delineation of responsibilities? | | | | | |
| 10. One-to-one tutoring? | | | | | |
| 11. Small group tutoring? | | | | | |
| 12. Lower pupil-teacher ratio? | | | | | |
| 13. Special interests or talents? | | | | | |
| 14. Outlook for program continuance? | | | | | |

# APPENDIX

SUMMARY OF RTVP GOAL EFFECTIVENESS

PERCENT OF RATINGS BY ADMINISTRATORS

| | | Not Effective | | % | | Very Effective |
|---|---|---|---|---|---|---|
| | N=2 | 1 | 2 | 3 | 4 | 5 |
| 1. | Assistance from volunteers | | | | 50 | 50 |
| 2. | Additional enrichment activities | | | | 50 | 50 |
| 3. | Orientation for volunteers | | | | 50 | 50 |
| 4. | Interaction among participants | | | | | 100 |
| 5. | Understanding the program | | | 50 | 50 | |
| 6. | Recognition for service | | | 50 | 50 | |
| 7. | Student achievement | | | | | 100 |
| 8. | Improved discipline | | | | | 100 |
| 9. | Delineation of responsibilities | | | | | 100 |
| 10. | One-to-one tutoring | | | | 50 | 50 |
| 11. | Small group tutoring | | | | | 100 |
| 12. | Lower pupil-teacher ratio | | | | 50 | 50 |
| 13. | Special interests or talents | | | | 50 | 50 |
| 14. | Plan for program continuance | | | | | 100 |

SUMMARY OF RTVP GOAL EFFECTIVENESS

PERCENT OF RATINGS BY TEACHERS

| | Not Effective | | % | | Very Effective |
|---|---|---|---|---|---|
| N=4 | 1 | 2 | 3 | 4 | 5 |
| 1. Assistance from volunteers | | | 25 | 50 | 25 |
| 2. Additional enrichment activities | | | 25 | | 75 |
| 3. Orientation for volunteers | | | | 50 | 50 |
| 4. Interaction among participants | | | | 25 | 75 |
| 5. Understanding the program | | | 25 | 25 | 50 |
| 6. Recognition for service | | | 25 | 50 | 25 |
| 7. Student achievement | | | 25 | 75 | |
| 8. Improved discipline | | | 25 | 50 | 25 |
| 9. Delineation of responsibilities | | | | 75 | 25 |
| 10. One-to-one tutoring | | 25 | 25 | 50 | |
| 11. Small group tutoring | | | | 25 | 75 |
| 12. Lower pupil-teacher ratio | | | 50 | 50 | |
| 13. Special interests or talents | | | | 50 | 50 |
| 14. Plan for program continuance | | | | 50 | 50 |

SUMMARY OF RTVP GOAL EFFECTIVENESS

PERCENT OF RATINGS BY VOLUNTEERS

N=4

| | | Not Effective | | % | | Very Effective |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Assistance from volunteers | | | | 67 | 33 |
| 2. | Additional enrichment activities | | | | | 100 |
| 3. | Orientation for volunteers | | | 33 | 67 | |
| 4. | Interaction among participants | | | | | 100 |
| 5. | Understanding the program | | | 33.3 | 33.3 | 33.3 |
| 6. | Recognition for service | | | | 100 | |
| 7. | Student achievement | | | 67 | 33 | |
| 8. | Improved discipline | | | | 100 | |
| 9. | Delineation of responsibilities | | | 33 | | 67 |
| 10. | One-to-one tutoring | | | 67 | 33 | |
| 11. | Small group tutoring | | | | | 100 |
| 12. | Lower pupil-teacher ratio | | | | | 100 |
| 13. | Special interests or talents | | | | | 100 |
| 14. | Plan for program continuance | | | | 33 | 67 |

SUMMARY OF RTVP GOAL EFFECTIVENESS

PERCENT OF RATINGS BY STUDENTS

| | Not Effective | | % | | Very Effective |
|---|---|---|---|---|---|
| N=21 | 1 | 2 | 3 | 4 | 5 |
| 1. Assistance from volunteers | | | 5 | 81 | 14 |
| 2. Additional enrichment activities | | | | 29 | 71 |
| 3. Orientation for volunteers | | | 19 | 29 | 52 |
| 4. Interaction among participants | | | | 10 | 90 |
| 5. Understanding the program | | | 10 | 61 | 29 |
| 6. Recognition for service | | | 67 | 14 | 19 |
| 7. Student achievement | | | 5 | 71 | 24 |
| 8. Improved discipline | | | | 5 | 95 |
| 9. Delineation of responsibilities | | | 14 | 76 | 10 |
| 10. One-to-one tutoring | | | 85 | 10 | 5 |
| 11. Small group tutoring | | | | | 100 |
| 12. Lower pupil-teacher ratio | | | | | 100 |
| 13. Special interests or talents | | | 5 | 85 | 10 |
| 14. Outlook for program continuance | | | | | 100 |

NEEDS ASSESSMENT

Educators are committed to providing all students with an opportunity to develop to the full extent of their potentialities. In order to accomplish this goal, more must be done for those students who have been identified as gifted and talented. There is no possibility that the existing gifted program will be expanded to include additional schools this year. It is for this reason, that the feasibility of pilot testing a program that would utilize retired-teacher volunteers to challenge and enrich the experiences of the gifted and talented students is being explored. The results of the pilot program would be summarized in a handbook for interested principals to use in their schools.

The needs that have been addressed in this problem statement are presented in the form of questions to give you an opportunity to express your opinion.

You will give valuable assistance to the development of the program by taking a few minutes to answer the following questions:

| | YES | NO |
|---|---|---|
| 1. Do you think it is important to provide a special program for gifted and talented students? | ____ | ____ |
| 2. Do you think classroom teachers need assistance from others to provide such a program? | ____ | ____ |
| 3. Do you think the Board of Education should provide additional teachers to accomodate the needs of all exceptional students? | ____ | ____ |
| 4. Do you think capable, retired teachers will be able to assist classroom teachers in enriching the experiences of gifted and talented students? | ____ | ____ |
| 5. Do you think administrators will be willing to do more for their gifted and talented students if a handbook of procedures were available to them? | ____ | ____ |

6. Do you feel that gifted students can make it on their own? ___ ___

Please rank these items from 1 - 5 in terms of important needs that the pilot program might be able to meet.

Special program for gifted and talent students ___

Assistance for classroom teachers ___

Additional special education teachers ___

Utilization of retired-teacher Volunteers ___

Handbook of procedures for administrators ___

RETIRED TEACHER VOLUNTEER PROGRAM (RTVP)
MILES ELEMENTARY SCHOOL
ATLANTA, GEORGIA

PRINCIPAL OR ADMINISTRATOR REACTION TO HANDBOOK

Principal or Administrator_____ School _____ Date _____

Number of Volunteers Used: Regular _____ Resource _____ Special Project _____

Rating Scale: Check column 1 if the component of the handbook is not useful; Column 2 if it has poor usefulness; 3 if it has average usefulness; 4 if it has above average usefulness; and 5 if it is very useful.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. The purpose of the handbook | | | | | |
| 2. The process for obtaining commitment | | | | | |
| 3. The process for assessing needs | | | | | |
| 4. The process for operationalizing the program | | | | | |
| 5. The process for evaluating | | | | | |
| 6. The overall potential for use by elementary school principals | | | | | |

7. The following modifications or additions would improve the handbook:

_____

_____

8. Do you desire to install a similar program in your school? Yes ___ No ___ Undecided ___

IC-90
Revised 8/71
Page 1

STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, GEORGIA 30334

Office of Instructional Services
Division of
Program and Staff Development

Jack P. Nix
State Superintendent of Schools

GENERAL INFORMATION AND REGULATIONS

FOR CERTIFICATION

* D. A life certificate will lapse if the holder remains out of the teaching profession for seven consecutive years. To reinstate a life certificate issued in 1952 or later, one of the following requirements must be met:
   1. Resident Credit for 10 quarter hours earned within seven years preceding date of application,

OR

   2. Credit for at least one year of acceptable teaching experience on a standard certificate in another state within seven years preceding date of application,

OR

   3. Credit for at least five years of acceptable experience in the seven years immediately preceding date of application for certification.

ANY SCHOOL EXPERIENCE RECOGNIZED IN CERTIFICATION WILL KEEP A LIFE CERTIFICATE IN FORCE PROVIDED AT LEAST ONE YEAR OF EXPERIENCE IS EARNED WITHIN ANY SEVEN YEAR PERIOD.

* All retired teachers surveyed had life certificates.

November 19, 1976

Mr. Moses C. Norman
Area I Superintendent
Kennedy Center
Atlanta, Georgia

Dear Mr. Norman,

I would like to have your permission to pilot a Retired Teacher Volunteer Program (RTVP) at Miles Elementary School during the remaining months of this school year. The program will focus on gifted and talented students whose exceptionalities are often neglected. The ancillary services of retired teachers will be utilized to assist in institutionalizing a truly pluralistic system in which those students at the upper end of the intellectual spectrum will also receive compensatory instruction.

Thank you in advance of the consideration you may be able to give this request.

Sincerely yours,

Mildred L. Walton,
Principal

# ATLANTA PUBLIC SCHOOLS

225 CHESTNUT ST., N.W. ATLANTA, GEORGIA 30314

OFFICE OF AREA I
TELEPHONE 524-7953

November 5, 1976

Mrs. Mildred Walton
Miles Elementary School
4215 Bakers Ferry Road, S. W.
Atlanta, Georgia 30331

Dear Mrs. Walton:

I certainly encourage you to proceed with the RTVD pilot program at Miles. As I discussed with you last spring, I am enthusiastic about the tremendous potential that such a thrust could have in cooperation with an elementary school program. Please keep me informed from time to time regarding your progress.

The plan you have arranged regarding your attendance at the Thursday Special Education Class at ISC is an acceptable one. Please proceed.

Sincerely,

Moses C. Norman

MCN:lm

Moses C. Norman
Superintendent, Area I

# Leonora P. Miles Elementary School

4215 Bakers Ferry Road, S.W. Atlanta, Georgia 30331

Office of The Principal
Telephone: 344-5558

January 13, 1976

Dear_____,

One of the major objectives of the Atlanta Public School System is to develop and implement a two-way flow of ideas between the school system and community to provide the basis for mutual understanding and teamwork. It is believed that an effective way to ensure maximum community participation at the local level is to establish a school-community advisory council. Members of the council will serve in an advisory capacity only, without pay. They will review and evaluate problems and programs with the staff and recommend solutions to the problems and modification to programs.

The L. P. Miles School Staff desires your participation on the council during 1976. A time for afternoon meetings will be established and communicated to you. Please call the school and inform us if you will be able to serve. The telephone number is 696-1881.

Sincerely yours,

Mildred L. Walton,
Principal

MLW:gst

# BIBLIOGRAPHY

Berman, Eleanor, "Mothers Help Out at School", Parents Magazine 4, Volume 56, (April, 1971), 58.

Bernstein, Helen G., "Education for Superior Learners", The Elementary School Principal, 5, Volume 11, (February, 1972), 89.

Boutwell, William D., "Happenings in Education: Practical Guide for School Volunteers", PTA Magazine, 8, Volume 66, (April, 1972), 26.

Bruch, Catherine B. and Torrance, E. Paul, "Reaching the Creatively Gifted", The Elementary School Principal, 5, Volume 11, (February, 1972), 69.

Eberly, Donald J., "An Action-Learning Program that Provides a Change", NASSP Bulletin, 380, Volume 58, (March, 1974), 30.

Gowan, Curtis, J., Demos, George D., and Torrannce, E. Paul, Creativity: Its Educational Implications, New York: John Wiley and Sons, Inc., 1967.

Grossmann, Mary Ann, "Citizen Power", American Education, 4, Volume 7, (May, 1971), 24.

Ianni, Mary Ellen, "In Loco Grandparentis", Instructor, 2, Volume 82, (February, 1973), 174.

Jackson, Audrey, "The Volunteer Way", American Education, 3, Volume 11, (April, 1975), 11.

Javits, Jacob K., Erlenborn, John N., "Next Steps for the Gifted and Talented: Two Views", The Elementary School Principal, 5, Volume 11, (February, 1972), 91.

Kaylin, S. O., Writing Practicum Reports. Fort Lauderdale: Nova University Press, 1972.

Keen, Sadie S., Pilot Testing of a Student Volunteer Out-of-School Tutoring Services. Arlington: Eric Document, 088 191, 1973.

Klein, Wilma H., et. al., Promoting Mental Health of Older People Through Group Methods. New York: Mental Health Materials Center, Inc., 1968.

Lanza, Leonard G., and Vassar, William G., "Designing and Implementing a Program for the Gifted and Talented", The Elementary School Principal, 5, Volume 11, (Febuary, 1972), 50.

Maerowitz, Inge, "Parents! Bless Them and Keep Them in Your Classroom", The Education Digest, 7, Volume 38, (March, 1973), 38.

Marland, Sidney P., Jr., "The Education of the Gifted", The Elementary School Principal, 5, Volume 11, (February, 1972), 12.

Martinson, Ruth A., "The Gifted and Talented - Whose Responsibility ?" The Elementary School Principal, 5, Volume 11, (February, 1972), 45.

Naylor, Harriett H., Volunteers Today: Finding, Training, and Working with Them. New York: Association Press, 1967.

Neff, Benjamin G., Designing and Implementing a Supervision System for a Mentally Gifted Program. Arlington: Eric Document, 094 503, 1973.

Nissen, Myra H., "Flight From Mediocrity", The Elementary School Principal, 5, Volume 11, (February, 1972), 81.

Passow, A. Harry, "The Gifted and the Disadvantaged", The Elementary School Principal, 5, Volume 11, (February, 1972), 24.

Perras, Lucien G., "Volunteers and Paraprofessionals in School Programs", Education Canada, 4, Volume 13, (December, 1973), 16.

Rauch, Sidney J., et. al., Handbook for the Volunteer Tutor, Newark: International Reading Association, 1969.

"Right to Read Programs Using More Volunteers", Library Journal, 2, Volume 99, (January, 1974), 168.

Seagoe, Mary V., "Terman and the Gifted", The Elementary School Principal, 5, Volume 11, (February, 1972), 76.

Strachen, Margaret Pitcairn, "Teachers are Getting Much Needed Help and Children a New Image of Grandma and Grandpa", Instructor, 2, Volume 82, (February, 1973), 175.

Straus, Ellen Sulzberger, "School Squads on the March", McCall's, 8, Volume 159, (May, 1972), 64.

Tannenbaum, Abraham J., "A Backward and Forward Glance at the Gifted", The Elementary School Principal, 5, Volume 11, (February, 1972), 14.

Thompson, Margery, "Identifying the Gifted", The Elementary School Principal, 5, Volume 11, (February, 1972), 37.

Thorson, James A., "Para-Professionals in the Field of Aging Training", Adult Leadership, 1, Volume 22, (May, 1973), 9.

_____, School Volunteers: Districts Recruit Aides to Meet Rising Costs, Student Needs. Education U.S.A. Special Report, Arlington: National School Public Relations Association.

_____, Volunteers in Education: A Handbook for Coordinators of Volunteer Programs. Washington, D.C.: The Recruitment Leadership and Training Institute, 1975.

"What are You Doing for Your Gifted?", Instructor, 2, Volume 82, (February, 1973), 80.

"Volunteers can Bring the Help You Need", School Management, 1, Volume 18, (January, 1974), 40.